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EDITORIALS:

World at Lessons

America Acts

To see our own representative government in action is not always to admire it. Sometimes it is to waver in our belief that free institutions are the best.

Enactment of the Lease-Lend measure by the House of Representatives and the Senate has demonstrated, on the other hand, that our system of lawmaking can be reasonably rapid; that Congress is much more than a debating society—as Mussolini once declared all parliaments to be.

To be sure there was considerable waste of time in the reiteration of rhetorical arguments until they were threadbare. Fortunately the debate was not delaying the defense work already ordered. The plan had been offered far enough ahead so that study of its ins and outs was possible before passage. A willingness to accept amendments was exhibited by the Administration that did it credit.

Be the results what they may, America has acted in the American Way, and few would aver that the measure providing for material aid to the beleaguered nations is not a tolerably accurate reflection of the will of the American people.

Those Amazing Greeks

Whatever the Greeks may do or fail to do in the arduous days ahead of them, they have already done much for the encouragement of freedom-loving men and women of all other races and nations. They have reenacted for modern times the glorious deeds of their heroic ancestors of long ago. The entry of Greece into the war against enslavement and aggression first proved to the world that the war machinery of the Axis was not invincible. The courage of the Greeks opened the way for the British to extend their air and naval activities in the Mediterranean and helped them materially to pursue their successful campaign in Africa.

As these lines are written, the Greeks are daring to defy Hitler himself. They have so badly shattered the prestige and fighting power of the Italians that Der Fuehrer has felt obliged to extend his lines across Bulgaria and prepare for battle on an additional front—an Eastern front while still fighting in the West. Furthermore, in occupying Bulgaria and encroaching upon the Black Sea, Hitler has run afoul of Soviet displeasure and a Bear that is growling at the Nazis, will be less ready to co-operate. What the Greek example will yet inspire in peoples now threatened or already subjugated only the future can disclose.

Health Deficiencies

Again as in 1917-1918 the drafting of America's young manhood into military service is showing a regrettably high percentage of physically unfit. With all that is known today about food, exercise and fresh air, it borders on national disgrace to have millions of our young men still below passing in the important matter of a healthy physical setup. More attention to health for all the children in all the schools and in all the homes also, is evidently in order.

As a people we do not practice the health rules that we know.

As educators, we are too prone to regard athletics for the few who least need physical development as a substitute for an all-inclusive program of bodily well being for every boy and girl.

Not primarily for defense purposes! These purposes have merely brought out the facts about a situation that needs remedial treatment for its own sake and for the sake of greater happiness for a greater number.

Youth's Tomorrow

We are thinking much, these days, about education for defense. This has been forced upon us and must be given its place. But there will come a time, not too far off we trust, when peace will again visit the earth, and all the nations including our own will be able to get back to peaceful thoughts and constructive occupations. Each one of us, in proportion to his capacity for creative thinking, should pay heed to the question, "How can we give our young people a sense of something to live for? It is comparatively so much easier to convince them, in the event of our involvement in a war, that they have something to die for. Many of them in recent years have not been at all sure there was anything to live for. It is a tragic commentary upon the kind of society they grew up in, that it took a huge arma-

ment program and a great war scare to make them feel they are wanted.

What are we going to have ready for them to do when they are demobilized from military camps and war industries?

How shall we restore that American dream of opportunity and happiness for every one through the performance of useful work?

How shall we cultivate something higher than material-mindedness—how disseminate that spirit of service, that devotion to American ideals, that has warmed the hearts of some young Americans in every generation but has been so rare a flower in the hard soil of these latter years?

We need not only to labor and hope for peace but to be ready for it when it at length is achieved.

Will German Morale Hold Out?

Many persons are wondering whether the German people are really behind Hitler. Obviously a good many of them are. The younger Germans are more solidly behind him than the older ones.

American newspapermen returning to the United States from Germany declare that many Germans to-day adhere to Hitler because they have been taught that a British victory would be the end of Germany. Such a fear psychology may not suffice to keep up morale indefinitely.

The fact that the news available to the German people is controlled and colored must in itself produce a dangerous situation, one of unusual apprehensiveness. The Germans are walking in the dark, and many of them have sense enough to know that black art is being practiced on them. The things they suspect may be worse than the reality, but the war of nerves is possibly undermining the Germans more than any one else. Nevertheless, we should not think that the Germans, bolstered as they are with military and diplomatic conquests, are anywhere near ready to desert Hitler.

Sensitive Toes

There is nothing new about the application of pressures to teaching or to textbooks in American schools. Teachers have long since learned how sensitive are the toes of many of their patrons.

Educational publishers also have had to acquire the habit of weighing each statement carefully before it goes to press in a school text lest this or that group be offended.

In recent years more plain speaking, more determination to open up forbidden topics to free discussion by young people of suitable age, have been evidenced in textbooks. And this has resulted in stronger efforts by certain organized groups to cry down these modern texts. Ideas that may be merely upsetting to certain prejudices and practices are branded as "subversive".

Now the American way of life is still only a dirt road in some places and is still open to improvement. The means to such improvement is a habit of looking at the facts, trying to view all sides fairly, seeking the right answer honestly.

The so-called "pressure groups" should recognize that a democratic way of teaching is essential to the democratic way of living in those after-school years when pupils take up the duties of citizenship. And the democratic way of teaching calls for as full and unbiased consideration of all basic questions as is humanly possible.

A Democratic Republic

There can be little argument over the fact that a favorite pastime of Americans is—argument.

Take the question "Is the United States a democracy?" Many minutes of valuable radio time were consumed on a recent evening by persons debating this point. Our government is not a democracy but a republic, declares the first speaker. His opponent replies that the power is in the hands of the people, and this constitutes democracy.

The first speaker referred to *a democracy*, while the second speaker referred to democracy without the article. They were talking about two different things.

As a system of government this nation has a representative setup of the sort called a republic. It is unfortunate that our politicians so frequently overlook this point and insist upon new devices for throwing the legislative function directly into the laps of the citizens.

But as between popular rule and dictatorship, we stand on the side of democracy, of course. And democracy in this sense connotes individual dignity and freedom, personal rights and responsibilities—things that may be found even in a monarchy.

We believe in and try to practice democracy. Our government, however, is a republic.

A Way of Life

No doubt England is mainly intent upon preserving its own independence and holding its empire together. But a sign that it is also straining to preserve a way of life that Americans likewise value is seen in the vigor with which it upholds the right of free speech. Mr. John Cowles, Milwaukee newspaperman who accompanied Wendell Willkie to London, tells of seeing a delegation of Communist women in a hotel protected by police while they shouted, "We want more meat for war workers."

Whirl—Whither?

W. W. WILLARD

"History is rushing headlong toward some unrevealed event!—the crash of civilization" . . . or what?

THE supposed remark of Galileo "still it does move" when challenged by the ecclesiastical authorities for saying that the earth revolved around the sun has much more significance for the modern mind than it would have had in his time if it had actually been said.

The word static implying at rest is almost useless in our vocabulary. There is nothing in the heavens above or in the earth beneath that it can describe. From primitive nebulae to electrons all things are "on the go" and at rates of motion that make our mundane speed records tortoise-like in comparison.

The queer thing about all this is that while involved in a complex of incredible velocities we are unconscious of it all until science comes along and tells us that we are living in a whirligig universe the very contemplation of which is enough to induce mental vertigo.

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In the latitude of Chicago we are traveling on our planet as it spins on its axis, at the rate of 770 miles an hour. We are traveling around the sun at the rate of 18½ miles a second. We are traveling with the sun and our sister planets toward a point in the celestial heavens about 15 degrees south and a little west of the bright star Vega in the constellation Lyra, at the rate of 12 miles a second. Further, the entire galaxy or Milky Way system of which we are a part is rotating like a gigantic "cartwheel" at the estimated rate of 200 miles a second. And what All-seeing Eye can tell around what centers in the infinite depths of space our galaxy itself and the other countless galaxies or "island universes" in the vast "archipelago" of space. and galaxies of galaxies, are rushing at unimaginable rates of speed to the rythm of Cosmic Law! Here the human mind ceases to function and only WONDER is left.

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When we turn from the world of the telescope to the microscopic and ultra-microscopic world, we find that the same is true—motion everywhere and at unthinkable velocities. The "inert" stone you hold in your hand is an atomic and electronic system of active energies that stagger the imagination to conceive. Here electrons are rushing around their central nuclei, as planets around the sun, at rates of motion comparable to the speed of celestial bodies around their centers. In the physical universe the dynamic is universal. Motion is Monarch!

When we come to our human world we are still in the realm of the dynamic. Whether we think of the evolution of the species or of the individual; of the struggle of nations and races for "a place in the sun"; of the drama of every human life in its upward climb; or of that inward theatre of the human spirit where the ultimate issues of life are determined—everywhere and increasingly *action* (mental and moral motion) is the law of existence.

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Toward what is all this motion? This is the basic and all-important question, at once philosophical and practical. Is life a drama or only a fitful dream? Is there a plan for the world of conscious human beings confined for a time on this tiny planet spinning in space? Beyond the cyclic and eternally recurrent is there a spiral, ascending motion toward rational and attainable ends?

To answer this question we are brought face to face with another question which is ultimate. Is there a God and if so how shall we conceive of Him? This question is crucial and final because the nature of ultimate reality must determine the meaning and goal of human existence.

Professor Wieman of the University of Chicago has defined God as the principle of integration in the universe which makes for the highest values. A like idea comes to us from General Smuts, a former president of the British Association for the Advancement of Science, who in his book "Holoism and Evolution" says the universe everywhere reveals an increasing urge toward the creation of *wholes*.

According to these writers the ultimate meaning of existence, from stars to atoms, and from life in its least to its most complex expression, is found in a ceaseless and universal movement toward unity and order.

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A similar conception has captured the minds of the world's greatest scientific thinkers. Fill in the frame of this God conception as we may, this at least is true—God is the integrating principle of the universe, bringing order out of chaos, law out of confusion and peace out of discord. This is the idea of Spinoza, the "God-intoxicated" mad. It is also the cosmic conception of Einstein. It is interesting in this conception to quote the words of Sir Arthur Eddington in which he expresses

his personal attitude toward the idea under consideration. He says:

If I had to pick out a single science for the guidance of my life I would certainly choose the science of cosmology. In the picture of perfect orderliness that it gives me, in the vast amplitudes to which it introduces me, in the mighty forces I see at work, in the steadfastness of their working, to say nothing of the splendor and majesty that everywhere confront us—in all that I find something of infinite value for the guidance of life and for the interpretation of it. I feel sure that the dreadful muddles we get into through an inexact psychology, or an immature social science, would get themselves best corrected by a steadfast look at the stars above our heads.

If Spinoza's conception of God is true, it follows that the word ADJUSTMENT must assume superlative importance as a maxim of practical wisdom. It also has a suggestion bearing on the age-old question of freedom versus determinism. The railway train is free within the limits of the rails on which it runs. The bird is free to navigate the upper air only as it instinctively obeys the laws governing flight. The flower moves freely toward its goal when permitted to grow in conformity to the universal order expressed in biological law. Human personality is free when in voluntary adjustment to the cosmic "law of the spirit of life."

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Further, and crucially, in its bearing on the present world situation, societies of men are free just in so far as they express in human relations that principle of integration which is the cosmic basis of successful collective living. Wherever the negation of this principle operates we have a Godless society, whatever the professed creed of the people. Wherever, on the other hand, the integrative principle is at work we see an expression of the essential religious idea even though religion be disavowed.

In the light of the above the struggle in the world at large and in every lesser social group is that of the forces of integration against those of disintegration, of competition against cooperation, of religion in its basic sense against irreligion. The achievement of world unity through obedience to the cosmic principle making for unity is life's supreme collective task. This will mean on the part of each nation a surrender of its sovereignty in the interest of a larger whole of which it will be an organic member. In concrete terms of world organization this must mean, if universal chaos is to be avoided, a Federation of World States animated by the integrative spirit which is the central urge at the heart of the cosmic process.

When the passion of WORLD UNITY shall be as great as is today the passion for the nationalistic state which has driven the nations of Europe to war, then and only then may we look for that *wholes of wholes* which is the political goal of social evolution.

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And this goal can never be gained *until economic justice shall be guaranteed to all the people.* Here is the absolute crux of the present world struggle for which "the stars in their courses" are fighting and on which will depend the rise or fall of civilization for generations and perhaps centuries to come. The title of Carl Sandburg's volume of poems epitomizes the focal and fateful point in the present struggle.

The People, Yes!

History is rushing headlong, not in cycles but toward some unrevealed event—the crash of civilization or the creation of a new world-order. The physical cosmos has come out of primal chaos and it is rational to hope and believe that out of social chaos will come social cosmos.

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All depends on clear vision of what is at stake in the struggle and the collective audacity with which the contenders for a new world order fight for it. Harold Laski in his book "Where Do We Go from Here?" published last November and characterized by one reviewer as "the best statement of the issues of the war yet to come out of Britain" sums up the matter in these words:

"Our choice is between the dark age of privilege and the dawn of an age of equal fellowship between men. Granted our power to end privilege now, we can build the highroad to that way of living where all men stand, unafraid, in the glad light of freedom."

In spite of the skepticism of the hour that questions or denies any dynamic law of social motion making for a better world, men of good-will and rational faith everywhere, looking to the farther reaches of the historic process, will persistently and with unshaken confidence repeat the words fictitiously ascribed to Galileo: *E pur si muove*—

The world *does* move, and that not merely in ever-recurring cycles as stars and electrons, but, we trust, by an "immanent teleology" and through social struggle, toward the divine emergent of a social order based on equal rights and justice for all mankind.

[The real democratic American idea is, not that every man shall be on a level with every other, but that every one shall have liberty, without hindrance, to be what God made him.—Henry Ward Beecher.]

The School As Good Environment

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IN SPITE of the countless outside contributing influences to the growth of boys and girls from infancy to maturity, a very considerable basis for the extent and quality of their growth is to be found in the effectiveness of their school environment.

As we continually attempt to evaluate our schools, we must always keep in mind a few criteria of what we conceive to be the best in school environment. We must consider such questions as these: What influences will evoke the most genuine and fruitful responses in pupils? What types of stimulation will awaken for expression the finest in thinking and talent and the noblest in attitude and behavior? What experiences will help our students establish a proper sense of direction and a sound set of values?

For brief mention here, there may be mentioned three significant stimulating influences which would seem to form a considerable part of good school environment:

The Stimulation of Personality

The rise of personality in education's scale of values has been a significant achievement in recent years. If well-developed personalities in our student products is a goal of considerable concern, the best in teachers' personal qualities must be increasingly emphasized as we attempt to improve the total school situation.

Personality is reflected by those with whom it comes in contact as surely as images are reflected in a mirror. Some qualities of personality are seen, some are felt. In any event, the personal feature forms an almost unbelievable part of the teaching and learning situation. Thus the personal element in education can hardly be overemphasized.

It has been suggested that a number of varied mechanical devices may largely replace the teacher as a factor in instrumental equipment. This is hardly likely. A machine can not smile; can not encourage; can not understand; can not inspire. Machines are not the personification of high ideals and living character.

The most significant determining factor in the "atmosphere" of a classroom is the personal qualities of the teacher. These qualities largely determine whether there is joy or drabness, spontaneous interest or driven submission, appreciation of pupil effort or disregard and unconcern, encouragement or sarcasm.

Some desirable personal qualities are found in the teacher who

1. Avoids emotional extremes
2. Is sociable and interested in his pupils as human beings
3. Does not carry his discouragements into the classroom
4. Is impervious to minor irritations
5. Finds satisfaction in each day's work and can lead his pupils to do the same
6. Is not a plodder in a rut nor a dreamer in the clouds
7. Sees in the immaturity and relatively unaccomplished status of his students an opportunity and a challenge.

The Stimulation of Scholarship

Of all the aspects of environment that are uniquely characteristic of the school, scholarship must be given a foremost place. Without scholarship, the teacher has little to hold him up or back him up. Without the presence of scholarship, the classroom may be a pleasant but profitless place; a place of much commotion, but little promotion.

Scholarship represents an achievement. It is an achievement of learning in a given field of interest which the teacher must possess. It serves not only to give the teacher confidence, but to awaken in students an interest which would not likely be so effectively generated under their own power. Significant achievement *in* a subject results in feeling *for* the subject.

Scholarship represents a method. It is the method of thoroughness. It is the method of persistent pursuit of truth. It is the method of completeness and adequacy.

Scholarship represents a spirit. It is the spirit of responsibility and independence in seeing a problem through to a successful solution.

The above achievement, method, and spirit is a significant part of the equipment which the best schools are seeking to give to their students.

The Stimulation of Beauty

The school has the special opportunity and responsibility of bringing its pupils into active and experiential contact with man's highest forms of expression. These achievements have proved of such abiding significance that in the form of masterpieces of art, music, and literature they form a great and rich part of the social heritage.

In developing depth of appreciation and fineness of taste, aesthetic experiences have a special value. They meet a spiritual need which no form of purely intellectual exercise can satisfy. Continuous contact with beauty of surroundings, beauty of thought, and beauty of

feeling has a real and perceptible effect on the spiritual tone of human beings of any age.

Not only may the beauty that has been preserved be brought into the school environment, but beauty of school structure and classroom arrangement and equipment may be a constant elevating influence.

Appreciation of aesthetic values represents a resource and a recourse peculiar to man. It must necessarily find an important place in the environment of the institution that purports to show the way to man's good life.

In summary it might be said, then, that the best in school environment will stimulate pupil growth through:

1. Personal leadership of the highest order.
2. The challenge of sound scholarship.
3. Spiritual inspiration.

Success Requires a Philosophy

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Every outstanding school has always had a clearly formulated philosophy underneath it.

DURING the initial upswing of the junior high movement some two decades ago, one junior high school attained such distinction as to become known throughout the country. Visitors came from far and wide to see the solution of a problem that had become pressing in public education everywhere.

Many explanations were advanced for the singular success of this school. The personality of the principal, the type of pupil, the wide publicity and its reaction on the teachers—these and other reasons were pointed out as the secret of its success, and doubtless all were contributing factors. But a careful analysis of the situation revealed a more fundamental cause than any or all of these—a cause so fundamental that it generated, in part at least, nearly all of the more superficial ones. It lay in the fact that the principal had a well formulated and well articulated philosophy of education. He had come to conclusions regarding the basic principles on which his school was to be founded and operated and had sold those conclusions to his superiors in office, to the teachers under his direction, to the pupils of his school, and to his public, in so far as it was interested. All parties concerned knew, or could readily find out, what it was all about.

This example can be duplicated in all its essential features throughout the history of education. Find a school or system of schools that is accomplishing things of outstanding value in the development of boys and girls and you will find a philosophy of education that is well formulated and clearly stated whether that statement be formal or not. Conversely, in the situation that is aptly described as "just another school," the evidence of an adequate set of fundamental principles is generally very meager, and sometimes cannot be found at all.

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This rather obvious and tremendously important fact has not had the significance for administrators that it deserves. One who had much to do with the work of the Cooperative Committee for the Study of Secondary Schools expressed the belief that most high schools have no adequate basic philosophy, to say nothing of a statement of it, and that statements of philosophy were hastily put together in preparation for the Committee's work in many of the schools which it surveyed. There is a lack of understanding of the nature of educational philosophy and its function and importance in school administration that is all too widespread.

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An effective philosophy of education is a personal thing. Though one should seek out a satisfactory ready-made philosophy and adopt it as his own, his experience would modify it to differ in some manner and degree from the philosophies of all others, assuming that he was conscientious in his work. Lacking that modification, it would lack also the force of genuineness and sincerity. Since administrators are charged with the task of determining to a very large extent the aims and objectives of their schools and the methods by which those aims and objectives shall be attained—since they are, in a word, professional leaders in their communities—it is imperative that their philosophies be in proper shape to give genuineness and sincerity to their leadership. For, while many other factors enter into effective leadership, genuineness and sincerity are essential. A school administrator should know and understand his philosophy of education to the point of making it a real personal possession.

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An effective philosophy of education should be definite. If a set of guiding principles is necessary (and great educators have always found them so), their effectiveness cannot but be increased by elimination of all vagueness and inconsistency. It is not unusual to hear an administrator mention "my philosophy" as though it were a very definite thing. It is more than probable in a great majority

of cases that it is not at all definite, but is full of uncertainty and contradiction. There are ample reasons for this. The importance of a definite personal philosophy has not been stressed. Had the same emphasis been placed on this as has been given to the preparation of a budget, for example, it is probable that the situation would now be very different. Administrators have been too busy with more pressing matters to take up the task of adequate formulation of their philosophies. Furthermore, this is a very difficult task. A philosophy is established by means of three different processes —reading and study, experience, and thinking. Reading and study to acquaint us with the experience, and thinking. Reading and study to acquaint us with the experience of the race and particularly its outstanding thinkers; experience because only in the light of personal experience can we intelligently interpret the experience of the race; and thinking, to enable us to understand and classify our experiences and so make them significant. It is immediately evident that the first and third of these processes r e q u i r e considerable time aside from regular working hours and neither of them is easy. Even after wide reading and much study, after experience of years, and after considerable thinking, the attempt to reduce one's philosophy to written form will reveal uncertainties and inconsistencies which will not down without a real struggle. But how can an administrator most effectively direct the professional efforts of his co-workers in the classroom unless his philosophy is definite? And how can he effectively direct his own efforts? Unless one's philosophy is definite it can generate little self-confidence and no confidence on the part of others.

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An effective philosophy of education should be flexible. Education is changing with increasing tempo. The demands on the public schools and particularly on the secondary schools have been revolutionized in a short span of years. National defense is again changing and intensifying those demands. How shall the school administrator meet them? Shall he resort to imitation of some one who seems to have found a satisfactory solution? Shall he solve this problem by blind adherence to the suggestions of higher authority? Or shall he think through the problem? The first course, too often resorted to in the public schools of our country, is indefensible. He may well get by and have defense for his actions by following the second. If he wishes to preserve that part of his present set-up which is valuable and effective both generally and in the present emergency, to eliminate that part which is worthless and ineffective, and to substitute effective measures therefor, he will think his problem through in the light of his fundamental principles, changing or re-emphasizing those principles in view of present knowledge. Insofar as the philosophy of the head of a school or a system of schools is static, just so far will his institution fail to meet the needs of his community.

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An effective philosophy of education should be articulate. No single factor can contribute more to the smoothness of a school's operation than mutual understanding and confidence between the administrator and his co-workers Such understanding and confidence cannot exist unless the administrator in one way or another, reveals his objectives and the reasons for them. Why shouldn't this revelation be frank and definite? Why shouldn't it be in a form that teachers can study and review and come to understand thoroughly? Why should teachers have to guess at the philosophy that should make clear the aims and objectives which they are expected to attain? Why should pupils be left in ignorance of the fundamental principles that govern the shaping of their lives? Why shouldn't the public be let in on this important knowledge? Some years ago the superintendent of schools in a small midwestern city set down his philosophy of education in a code named for his city. So unusual was this action that it caused a mild sensation in educational circles. Other isolated instances can be cited but the practice is by no means general. The importance of a well stated philosophy is being more and more recognized in other fields of educational effort. No intelligent group of teachers would think of starting on curriculum development or course of study revision without first formulating a basic philosophy to serve as a guide in their efforts and to enable others to understand the finished product. In administration where the greatest need for such statements lies, there is a definite lag. The Cooperative Committee for the Study of Secondary Schools felt that it could not judge a school except in the light of its philosophy. Can anyone? Can the principal himself, the teachers, the pupils, or the public? Educational organizations have put out much publicity in recent years urging patrons and the public to know their schools. Would it not be fitting to make available to them the first line of essential information—the basic principles on which their schools are conducted?

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School administrators have let themselves in for considerable woe for lack of well stated philosophies. Principals and teachers have too often worked at cross purposes for this reason. Superintendents have frequently found that their boards have lost confidence in them for the simple reason that, for lack of understanding, they were moving in different directions. For his own security and peace of mind, for the efficient operation of his school or system, and for the education of his board, his patronage, and his public, the administrator should make his philosophy clear.

The Real Parentage of English

Had you thought of modern English as "the offspring of a marriage between Anglo-Saxon and French with Latin as god parent?"

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THERE seems to be a rather widespread notion that English is unique among languages because of the way it has absorbed elements from many other languages. Now it is true enough that words which we use in English can be traced to many different sources, but the same is true of most other languages as well. For instance, in adopting certain musical terms from Italian, English has simply done what other languages have done. You will find the Japanese word *kimono* in French dictionaries quite as naturally as in our own. If English-speaking people have recently learned a few German expressions such as *Anschluss* and *Blitzkrieg*, it need not be imagined that these words are any less familiar to people in various other non-German countries. Most of the so-called "Greek" and "Arabic" words which we use as technical terms in biology, medicine, mathematics, and other sciences, were already international, part of a learned dialect belonging to scholars throughout Europe, before English ever incorporated them.

Again, by a would-be contrast with English, German has often been spoken of as a language which has kept itself "pure", by constructing new words out of its own native elements, instead of borrowing them ready-made — from Latin for instance. Yet while there is truth in this claim, the difference is only one of degree. Even despite the fanatical efforts of certain German leaders, under the present régime, to exclude non-German elements, it is astonishing to notice how many words of Latin or French derivation may be found on any page of any German newspaper. The most one could truthfully say is that German has done this sort of thing considerably *less* than English and some other languages have done it.

We should understand that the mere inclusion of some items from each of a number of varied sources —besides being a common phenomenon of practically *all* languages—does not represent any very profound or important influence. To mention an example clear outside the European linguistic family, the fact that Turkish adopted the French word *groupe* as we have done, and that it employs Italian words for "lemonade" and for "factory", as well as the English word *coke*, represents no important modification of Turkish speech. This sort of exchange has been going on between different tongues not merely for centuries but for ages. So much so indeed that it is often quite arbitrary to speak of an ancient root as the "ultimate" or "original" source of a modern word.

What is really much more remarkable—though this phenomenon also may be observed in other languages—is the way English has successfully amalgamated, into a unified and independent language, the principal contributions of which it is essentially made up. There was a time when English was described as "simply French badly pronounced." This was of course a crude exaggeration, but it was nearer the truth than many other sweeping statements that have been made on the same subject.

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In a general way, not to be taken too literally, we might speak of modern English as the offspring of a marriage between Anglo-Saxon and French, with Latin standing by as a helpful godparent. Even in the most ordinary English of everyday life, these fundamental elements are so inextricably mingled that it is well-nigh impossible to separate them.

The Anglo-Saxon elements in English are commonly spoken of as "native" words, but there is really a certain amount of unconscious irony in this manner of speaking. The *native* language of England was *Celtic*. The Anglo-Saxon invaders from the continent, in the fifth century, drove out the Celts so completely that their language left hardly a trace in the speech of England. Moreover, the Anglo-Saxons were not even the *first* invaders who influenced the language. It has been said that Latin words began to come into English "before there was any English," and that is literally true. For England was a Roman colony during centuries before the Anglo-Saxons arrived there, and we have a number of common words which go back to the time when that country was occupied by Roman troops. Among these, for instance, are *street, wall, port, chalk, tile,* and *wine.*

When Roman missionaries began to convert the Anglo-Saxons to Christianity, a number of other Latin words came in. These belonged to the language of the Church and the Christian religion, and represented ideas for which there was no equivalent in the Anglo-Saxon tongue. Such are the words *abbot, bishop, monk, monastery, pope, priest, verse,* and *noon.*

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These two classes of Latin words

in English, though their dates of entrance were centuries apart, have something important in common: they both came into our language *orally*. They are therefore much more deeply imbedded in our speech than are the sort of words which we naturally think of as being "Latin".

The words in English which we *recognize* as Latin are mostly words which were introduced by scholars, or came through translations of learned books. They are likely to seem abstract, pale, colorless, because they do not have their roots deeply planted in our everyday life; they are comparatively "bookish" in tone. We acquire them by reading or going to school or listening to lectures; we do not possess them by just naturally growing up, as we do *street*, or *wall*, or *noon*.

Our words borrowed from Latin tend, in large measure, to belong to the vocabulary of scientific terminology, of laboratory technique, of abstract analysis, rather than to the living body of English speech. They are often extremely useful, but not essential to the same degree as our ordinary words of everyday life.

Often in popular discussion, and even sometimes in supposedly scholarly books, derivations of words are spoken of in rather loose terms. Thus it is the habit of some people to describe as "Latin" all words which can possibly be traced back to Latin, however indirectly, without discriminating as to the manner in which such words really *came into English*.

While it is true that most of the French words in English had come into French from Latin, yet during the centuries that they had been French words, before becoming English, many of them got so far away from the Latin, not only in form but in meaning, that any mention of the remote ancestor seems rather irrelevant. Moreover, along with French words of Latin origin, we adopted—in exactly the same way—no small number of other French words which never came from Latin at all. Independently of any more remote origin, both kinds simply came into our language as borrowed French words.

▼

What is perhaps more important, however, is the fact that as a class they entered our language *orally*. Thus most of the French words we use in English are never thought of as being "foreign" at all; they belong as truly to our speech as any other words that we have. Consider such common examples as the words: *table, chair, fruit, grape, peach, sugar, garden, hoe, carrot, air, music, court, suit, pen, pencil, large, fine, pure, color, sound, place, people, language, power, space, form, very*. Not all of these words came into French from Latin, but they all came into English from French.

▼

Attempts have often been made to measure the different elements in English by percentages. Such efforts are really rather childish, for they can rest only on the assumption that words are equal units, like so many dollars or so many pounds of sugar. Very little thought is necessary to convince us that words are nothing of the sort. Sometimes one or two words will carry most of the meaning in a sentence, while the others do little more than adjust these principal words to the situation in which they are placed. Now, the really interesting thing about our French and Latin words in English is not so much the very large *number* of them that we have (though that in itself is impressive enough), but their great importance to the *meaning* of almost any sentence in which they occur.

This is a point which writers discussing the subject usually seem to have overlooked entirely. Yet it can be clearly demonstrated at any time, by analyzing practically any kind of reading-matter. As soon as we begin to condense any piece of writing, by removing superfluous words, immediately the ratio of French and Latin words will definitely increase in proportion to the Anglo-Saxon. Indeed, it not infrequently happens that one or two French or Latin words carry nearly all the real thought-content of a statement, the Anglo-Saxon words serving mainly to put the idea in its setting, to add the mere grammar, to give emotional flavor to the essential thought, or to make the statement sound more like English.

Since *titles* are usually designed to express ideas in very condensed form, they are often excellent examples to demonstrate this principle. In the name of *The American Magazine* or *The Literary Digest*, only the article *the* is of Anglo-Saxon origin, and even it is considerably modified from Anglo-Saxon form and use. If we take the title of a magazine read by most teachers, *The Journal of the National Education Association*, and strike out the French and Latin words, all that we have left is "The of the".

It has been remarked concerning John Bunyan that his writings are usually noteworthy for the predominance of Anglo-Saxon words. If this be true, it is all the more interesting to observe that the *titles* of his best-known works are exclusively composed of words from French or Latin: *Pilgrim's Progress* and *Grace Abounding*.

If you examine the Anglo-Saxon words in any paragraph, you will find that a large number of them are words impossible to define, because they have no real meaning in themselves. They merely supply grammatical construction. Such are our definite and indefinite articles and the most common prepositions, or, in most of its uses, the verb *to be*. Notice that in telegrams or newspaper headings, where we do not put in words just to make the thing sound more like English, words of this sort tend to drop out.

Aside from these words whose function is more or less purely grammatical, our Anglo-Saxon words commonly represent simple and primitive ideas, like *earth*,

water, man, horse, or *town.* The words *soil, liquid, person,* and *city* have come to us from French. *Father, mother,* and *brother* are Anglo-Saxon, but it is to the French language that we owe *parent, uncle,* and *cousin.*

▼

Consider the Anglo-Saxon word *love.* Pronounced with feeling, it may adequately express the deepest emotion, but its meaning is at the mercy of the speaker's tone of voice; the word itself is vague. As soon as we try to make the idea more clear and precise, we are inevitably driven to some French or Latin word: *affection, attachment, fancy, infatuation, desire, predilection, inclination, abandonment, passion,* or some other of the numerous synonyms with which our language has been so richly endowed by Latin and French. Only by the use of elements from these sources can we express shades of meaning in the actual words. I say "in the actual words", because it is characteristic of Anglo-Saxon English that the meaning often repends upon accent or tone of voice, so that the *written* word or sentence may be far from clear in its signification.

The fact remains that in various ways our speech is profoundly Anglo-Saxon—more so than we can ever realize without careful study and detailed comparisons. Such basic things as accentuation, word-order, rhythm of speech—the way we speak words and the way we put them together—are characteristics of English which are peculiarly Anglo-Saxon. There is a curious quality about English—curious, that is, from the point of view of any non-English-speaking person—which you will call "freedom" if you like it, or "looseness" if you do not,—and this quality is part of our Anglo-Saxon heritage. All the incalculable influence of French and Latin has never completely changed certain basic qualities of the English tongue.

Nevertheless it is inaccurate to assume, as many have done, that the French influence has merely given us vocabulary without affecting our syntax. To show the falseness of such a notion, I take as a simple example one of the rare Anglo-Saxon words which have retained their form during a thousand years—the preposition *of.* The point is that the *use* of the word has entirely changed since Anglo-Saxon times, and this change evidently came through imitation of French.

▼

In Old English religious literature one finds the expression "*rode-tacn*", which one might translate literally as "rood-token". Now, however, any English-speaking person would say, instead, "the sign of the cross". Notice not only that the words *sign* and *cross* have come to us from French, but that the idiom and word-order are exactly the same as in the corresponding French phrase *le signe de la croix.* Our present idiom for this idea is neither Anglo-Saxon nor Latin, but French in its plan of construction.

Consider again the expression, "the office of the colonel of the regiment." The Anglo-Saxons—if they had had the French words *office, colonel,* and *regiment*—would have had to say "the regiment's colonel's office." The way our present expression avoids awkwardness by borrowing the French idiom needs no comment. Yet at the same time we can still say, in the Anglo-Saxon manner, "the colonel's office." Thus we use the methods of *both* of the principal sources of the English language. What is shown by this very simple example could be substantiated by others much more complicated.

Indeed, the profound influence of French upon the very *structure* of our language is clearly demonstrated by what has long been our manner of forming new words. When a new word appears in modern English, notice what kind of grammatical ending we instinctively give it. We are not likely to construct new words nowadays with the Anglo-Saxon terminations *-dom* or *-hood* or *-ness,* like *kingdom* or *brotherhood* or *kindness.* Instead, our new coinages are almost certain to end with some one of our many terminations inherited from French, as are *-ity, -ance, -et* or *-ette, -ery, -ment, -tion, -ation, -age, -ine, -ure, -ic* (*-ique*), *-able, -al, -ess, -ee, -eer* (*-ier*), *-ism,* and various others. To be sure, a number of them can be traced back to Latin or Greek, but they became established in English simply as patterns made familiar by the adoption of many French words which were formed in these ways. Not to recognize this fact is to be unrealistic, to be misled by what Mr. Joseph Wood Krutch has called "the fallacy of origins, that species of false logic by which a thing is identified with its ultimate source."

▼

The basic elements of our speech are fairly well represented by the words *Holy Bible.* The word *holy* is developed from Anglo-Saxon; the word *bible* passed into Latin from Greek, but it came into English from French; from our point of view it is a French word. Or suppose we say instead "the *sacred book.*" In that case we have *sacred* from Old French and *book* from Anglo-Saxon. The same kind of combination appears again in a phrase which will occur in the last sentence of this article: "abiding elements." *Abiding* is Anglo-Saxon, and *element* comes to us from French. In its abiding elements, then, English is no mere conglomeration, no hodge-podge, no "melting-pot", but the union of two very different language-families in a happy marriage—and the very phrase *happy marriage* illustrates once more how naturally we combine words from Anglo-Saxon and from French.

What, No School Spirit?

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A Story

"THERE is a definite lack of school spirit here," said Andrew Groves, middle-aged principal of the Westland Junior High School, as he addressed the teachers assembled in room 10 for a special meeting. "Again, I find that some of you are placing too many responsibilities in the children's hands. Your trust in them is entirely unwarranted. They mean well, but have scarcely reached the stage where they may assume the duties and obligations which the misled teacher often imposes on her pupils. Give them a chance to grow in their own natural way. Do not overburden them. Don't set up for them adult goals, for then both you and they will be disappointed. Deal with them with a firm guiding hand."

▼

Kitty Knowles recalled the foregoing words, as she heard Tommy Dale, president of the Mathematics Club, come to the point, at the Club's next meeting. Indeed, there were many pressing matters to be solved, not least among them being a certain bill that weighed heavily on Miss Knowles' young forehead, for the theater party given by the Mathematics Club, although proving to be a huge social success, turned out to be a financial failure.

"We've had a lot of fun," said Tommy Dale, "and now it's time we got down to business. We've got to find a way out of the hole."

"Tommy's right," agreed Sarah Kingsley, Club treasurer. "The State Bus Company sent another notice yesterday. A balance of eight dollars and fifty cents still remains to be paid."

Kitty Knowles, mathematics teacher and Club adviser, listened to the children, as they discussed their problem.

"And we've got to maintain our credit," added Peter Doyle. He knew about credit, for his father was president of the Westland Home and Field Savings Bank.

"It means," said Johnny Dean, "it means that we can go into business."

"Without money?" challenged Patricia Collins.

"That's what credit's for," explained Peter. "I know."

"Is that right, Miss Knowles?" demanded Patricia. "Can we start business just on credit?"

"I believe John can answer that," said Kitty Knowles, who read aright the eagerness in the boy's face.

"We can," replied Johnny Dean. "I often help my father run his grocery store, and learn a lot about business that way. I guess I know something about credit, too. It means that you're honest, that people trust you, that they will let you have goods for your store. And, sometimes, they'll even let you have the money."

"My, it's like magic!" exclaimed Patricia. She belonged to the Dramatic Club, and liked to inject the dramatic into the commonplace.

"But you have to pay for it," explained Peter. "Sometimes, you have to pay interest, too. That's the way business is done. In fact, that's why banks are glad to loan out money. With the interest, they pay the people who have bank deposits. Money earns money."

"And credit earns credit?" said Patricia.

"Yes," nodded Peter.

"I have heard several very fine suggestions," said Kitty Knowles. "I have heard about credit, about borrowing money, and about paying for the use of money. But I haven't heard exactly how we are going to pay for the use of the bus."

"That's right," recalled Sarah Kingsley.

"We must use our credit to raise money," said Patricia. "That's what."

"But how are we going to pay for the use of the money we raise?" Lester Wilson, another Club member, wanted to know.

"Start a school store," suggested Johnny Dean. "I know how to go about it. Father can help us."

"Then we have a good plan to show the bank, when we apply for our loan," said Peter. "That's what we need, something to show them we mean business."

"And the Cooking Club can help, too," said Sarah Kingsley, who was also a member of the Cooking Club.

"How?" asked Lester Wilson.

"By baking cookies, cakes, and other things to be sold at the store."

"I'd hate to have them experiment on me," grunted Lester.

"I'll have you know we know how to cook," said Sarah. "We cook very fine things. Ask Miss Knowles."

"I must admit they do," said Kitty Knowles. "Indeed, if they work with us, I am sure that we will raise the money in quick time."

"And the Dramatic Club can help," said Patricia Collins, not to be outdone. "We can give a play to raise funds."

"And the Art Club can advertise both," said Katharine Kay, secretary of the latter organization. "We'd be glad to cooperate."

"And the Willing Trades Club can build the store," volunteered Lester Wilson.

"We can all do something," said Tommy Dale. "This is great."

"It certainly is," agreed Kitty Knowles. "But, in order to work successfully, we must organize into groups. Again, we must speak to the officials of other clubs, to see if they are willing to help out."

"That's right," said Tommy Dale, calling the meeting to order.

Club Members fell into natural groups. Committees were formed, chairmen were elected, and the work got under way. Claims of the State Bus Company had to be met. So the other clubs said. And they meant it. The honor of the school was at stake. Its credit was threatened. They simply had to show everyone that the Westland Junior High School meant business—big business.

The children thrilled, when the mayor spoke to them in assembly. They thrilled when the president of the Merchants' Association addressed them. They thrilled when the superintendent spoke. But they thrilled all the more when their principal, Andrew Groves said a few simple words. They had regarded him as a frosted man. Classroom infractions had meant stiff disciplinary measures. And now he spoke to them. Andrew Groves came down a peg or two; and the youngsters responded, going up a peg or two until, it seemed, they were on common grounds.

"I am proud of the public-spirited boys and girls of Westland Junior High," he said. "I haven't given three hearty cheers for some time. But I'm going to make up for lost time now. These are for you, the boys and girls of Westland Junior High, its backbone."

The faculty joined in. The mayor, the superintendent, and the Merchants' Association's president joined in, too. But the spontaneous response of the children was the highlight of the morning.

They cheered the principal!

"And that," said Andrew Groves, "was their way of saying that I was wrong, when I said we lacked school spirit. It's their way of rewarding your faith in them."

High Schools and Defense

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IN THEIR eagerness to cooperate to the fullest in the program of National Defense, educators are only too apt to become enmeshed in the mechanisms of vocational training, to the exclusion of other equally, if not more, important avenues of approach in defense education. As has been so often expressed, there are three major highways in education for the common defense—the highway of democratic defense, the highway of vocational defense, and the highway of health defense. The high school curriculum must be modified and improved to transport pupils along all of these highways toward the main destination of total defense.

In attempting to provide, almost in advance of their years, skilled technicians for defense industries, thereby supplementing the nation's emergency adult defense program which is busily engaged in turning out such workers on short order, the highschool must not lose sight of its basic objective of producing, first, true citizens of a democracy, versed in the meaning and understanding of democratic citizenship in all its implications, and experienced in the actual practice of democracy by living it throughout their entire educational career. The highway of democratic defense has its foundation in the school in general ,the high school in particular.

As regards education for vocational defense, the high school curriculum must be revised to provide vocational preparation leading to vocational competency in all walks of life. There is a vast difference between vocational preparation and vocational training. The former is within the province of the high school, as it is concerned with the development of good work habits, pride in accomplishment, and ability to see a job through. The latter should be reserved for the specialized adult defense schools, or actual job experience. Also to be included in the high school curriculum for vocational defense are such items as emphasis on conservation of both effort and resuorces, resulting in wise consumption of each in times of emergency.

In the realm of health defense, the high school curriculum should be adjusted for a major offensive. Foundations of physical fitness for military service and for healthful civilian living in times of stress should be strongly laid in the secondary school, as well as a broad knowledge of essential health information and of preventive and remedial health measures to suit all occasions. Such education clears the way for the more specific technical, or even military, tasks beyond high school.

The best defense of democracy is a nation of healthy, well-rounded individuals, capable of critical thought and with ability for problem-solving. The high school curriculum should be designed to turn out such individuals, and high school education should provide an endowment of complete understanding of the meaning, working and significance of the democracy to be defended.—*From an address before the American Association of School Administrators at Atlantic City.*

Teach Them About Propaganda

FRANK JAMES SINGER
High School Annex
Bayonne, New Jersey

Students should learn to recognize it as a Boy Scout detects poison ivy.

ONE bright morning I asked my students the meaning of the word "propaganda". I was flabbergasted with the results.

They all had the idea, yes. The word was popular to them. But the meaning, no.

"That's a word they *MUST* know about today," I thought. A week later we all began our first short lesson to learn about that old bogey. Today I think each student can smell out propaganda, know what type it is and how to protect himself against it as a Boy Scout knows poison ivy.

There's as much propaganda as there is misery in the world. And that's plenty. Students today in our schools face barrages of propaganda as foreign villages undergo bombing attacks. Students must be ready for attacks of propaganda. They should know it just as other students are taught to identify enemy planes. Most propaganda is written. Editors and publishers in the handbook of their craft, say that "propaganda is expression of opinions in action deliberately designed to influence opinions in actions of others with reference to predetermined private ends." Educators are aware of the problem of propaganda and the yen of foreigners to color our thinking and culture their own way.

The opinions of those educators can best be expressed in a recent statement issued by United States Commissioner of Education John W. Studebaker. He is not one to suggest that instructors and students stand idly by, warding off the barrage. He urges that all gird their loins against the barrage, meet it with one of our own. He has expressed those views to school officials in 48 states and urged them to catch up, and understand this new flood of propaganda by careful study and analysis. Illiteracy, according to him, is an open invitation to a "fifth column", and he adds that our country wants citizens who are wide awake to the value of freedom, and know how to combat propaganda.

As a basis for the proposed lessons, this writer used an idea expressed by himself in a Private Affairs forum in Bayonne, New Jersey. The idea was that the students through such study would be led to a stronger appreciation of the American way of life. As Americans, they would be progressive, alert for new ideas which they would condone or reject. They would recognize the problem.

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Why the sudden recognition of the problem? Why the sudden call to intellectual arms? This writer feels that it is not so much that our education fails but that radio, screen, and press have made it easier for anyone, even a maniac, to swing others to his way of thinking. Educators then, should increase the awareness and reason of the graduate they are sending out into the world beset by double-crosses and lies. Send him out, not a future victim of the demagogue and propagandist, but a foe to attack the would-be wreckers of democracy.

With what weapon? Knowledge!

That means that we must immediately set up among ourselves and our students a sense of sharp analysis. A searching mind for every new lie, subterfuge or exaggeration thrown at us from abroad, and slyly being slipped among us like marihuana to young students.

That means we must criticize more—be more dynamic about our thinking and speech. Political crimps mostly abroad, urge a quiet negative mind, with the guard held low. That leaves the victim just right. That would put our whole democracy in the same plane with despotism which is the enemy of democracy.

Naturally enough, the opposite does not mean to encourage youths to fly off the handle. But it does mean that we must realize that progress depends upon them. They will fight against bad propaganda and for the nation's good.

So important has the question become that several educators and students formed the Institute for Propaganda Analysis. They believe that uncurbed propaganda is unpaid for advertising for the exaggerations and falsehoods of men and groups of men. Members of the Institute say one of the most important tasks for youth is to find out the different kinds of propaganda, recognize their purpose and origin.

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Since everything is free here, so is propaganda. We're subjected to it, and many have become immunized. Students haven't. Their resistance is weaker. They are the ones who must be protected from the plans of evil minorities.

From childhood on, they are attacked by propaganda — propaganda to eat Thinsy Winsies because they'll make him strong, use Shineup tooth paste and a thousand other articles.

Out of the whole mess of conflicting claims, he will learn to make his own choice. Or he should be taught to make his own choice.

All the wild claims of manufacturers should make him cagey, cautious, make him go around with a pinch of salt in his hand.

Not only may he make his own choices; he may even learn to experiment for himself.

In America propaganda is free. That's the good part of it. Anybody can propagandize. The listener may choose what he pleases.

The important part about our propaganda is that the student is not forced to believe what he is told.

If he says "No" to what he hears, he's not imprisoned as a disbeliever. He will learn that propaganda isn't as dangerous as the monopoly of propaganda.

The student might learn, with teachers' help, that sometimes when he is asked to supress propaganda he is merely clearing out the opposition for the propagandists of the other side of the issue.

Subject students to propaganda, and they should develop resistance of it. Teach them not to be afraid of it. The more they meet it, the more they will know about its forms and the easier they will be able to conquer it.

If an American student has an idea, the idea should be able to stand like a stone lighthouse on a stormy seacoast. The idea should not be put away carefully for sunny weather only.

Theodore Roosevelt hit the nail on the head when he said truth must meet all comers, and win.

Propaganda can best be studied in its written form in newspapers and magazines; publications that express different points of view.

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This writer has made a list of suggestions used with secondary school students in their study of propaganda at Bayonne Senior High School Annex. Our first task is to build up a scientific attitude on the part of students. They must have a questioning mind. They learn first to read on the basis of topical index, to read bylines and sources.

They are taught the "propaganda hunter's eye" by reading rapidly, as a hunter glances at a whole field first before he picks out the fox's den.

The front, second news page and editorial pages are stressed. It is there that a student watches a big story built up and led to a final conclusion. Larger papers, notably the New York Times and the New York Herald Tribune distribute printed plans for class help in news analysis. Propaganda can be picked out as it is injected into the facts of a big story. Those stories are read for fact and truth. Read without bias and read in different papers and magazines. Stories may be compared for content. The source of the news is always checked; the reputation of the writer. The student learns whether the story has been censored.

It is in this analysis that the student learns the meaning of such phrases as "it was unofficially reported" "from unimpeachable sources" and "from well informed government attaches."

This knowledge is checked against the ownership and political policy of the paper. The student checks to find if the editorials run with or against the news. This work is all done in the belief that at this time the student wants to know what's going on in his world —the benefits of our way of living and how it works.

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This writer has built discussions and lessons around the following core questions.

Why would you be allowed or forbidden to read the paper you are now reading if you were in England, Spain, France, Italy, Russia?

What is freedom of speech and press, and where can we find it? Is the paper you are reading a good example of these two principles?

Debates on certain topics, with material gleaned from different news sources usually bring out the truth.

One topic may be prepared by three or four students. This practice tends to bring out facts, and get rid of propaganda. See that the student knows new words; and understands the whole story. Ask the student to condense the story into one paragraph—or ask the student to condense the story into one oral paragraph. Use a scrap book for one subject; collect every view about that subject. Arrange them pro and con—then present the result to the class. They will have a "hunter's eye view" of the subject.

Work in propaganda analysis can be a continuation of the work in oral English as started in the tenth year with greater emphasis on freedom of expression. The use of a carefully prepared outline in the preparation of an "oral", on any aforementioned topic should be emphasized. Class criticism is important.

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The whole subject is a touchy one that must be handled wisely. It is best to stress generalities or larger trends in propaganda, and not particularize with details that might cause friction.

Whatever the outcome, the student will learn to read a news release and think of the background of the item, its future, its impact on readers or non-readers, and an opinion on it. His opinion will be substantiated by what he has read in other newspapers, magazines or heard on the radio. And he will recognize his ability to alter or strengthen his opinion in the light of new development.

Properly handled, any instruction in propaganda should result in discovery of truths, and a greater realization of the benefits of our own way of life.

Who Are Retarded Readers?

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It is not a matter of comparison with others but of individual capacity.

MANY teachers today are showing an admirable interest in developing retarded readers. In order to develop these readers it is most desirable to have a psychologically sound point of view with respect to retardation and to be able to select wisely those who are really retarded. It is the purpose of this article to clarify a sound concept of retardation.

Recently a large group of mature graduate elementary and secondary school teachers and administrators were asked, "What do you understand to be the meaning of the term 'a retarded reader'?" The responses to this question not only reflect the current concept of what constitutes a retarded reader but also give a picture of the attitude of many teachers toward retardation in all fields. Some very inadequate but unfortunately very typical responses are analyzed below.

"A retarded reader is one whose reading ability is below that which he needs to carry on his school work, to enjoy stories, to read about the world around him." Note that in this description the emphasis is laid on the pupil's inability to meet a prearranged school program of work which has been almost exclusively laid out without consideration of the pupil's individual needs or training. No attention is given to the child's basic ability.

"A retarded reader is one behind his age norm in comprehension and speed in reading ability." If this definition were used approximately fifty per cent of the youngsters in our schools would be retarded all the time since the age norm simply represents the average achievement at a particular age. Again no attention is given to the native ability of the individual. Equally inadequate are such similar concepts as the following: . . . . one who may be in the fourth grade but has the reading ability of the average second grader." ". . . . one who is at least a grade level below his class norm when given a standard test." ". . . . one who does not read as well as the average member of his class." Each of the four definitions given in this paragraph implies that every child should be up to average. This is certainly an impossible goal as well as an undesirable one since it would mean everyone would have to read at the same level.

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None of the definitions cited is satisfactory from a basic psychological standpoint. What then should we mean when we speak of a retarded reader? Let us illustrate by considering three youngsters aged eleven years, two months, who are in the fifth grade. Mary has a reading age of 9.5; John's reading age is 11.3; and Jean has a reading age of 12.5. We are unable to tell which of these are retarded in reading until we know the approximate mental age or *reading capacity* of each. By testing we find the following picture:

	Chronological Age	General Reading Achievement	Mental Age or Reading Capacity
Mary	11-2	9.5	9.5
John	11-2	11.3	11.6
Jean	11-2	12.2	15.0

Assuming that both the reading test and the capacity test are reasonably valid, we are now in position to say that Mary, the poorest reader, is reading about as well as should be expected in view of her capacity; John is slightly retarded; and Jean, who is the best reader of the three, shows the greatest amount of basic retardation. Thus, we see that the slowest and poorest reader is actually the least retarded while the fastest and best reader is apparently retarded about three grades in reading ability.

As it will be noted the two basic factors which one needs to consider and compare in evaluating the extent of general reading retardation are reading *achievement* and reading *capacity* (or mental ability). The former can usually be determined most profitably by a good diagnostic reading test which not only gives the general reading level but also indicates achievement in specific kinds of reading abilities such as reading to follow directions, to get the central thought, to draw inferences, to get details, to integrate details, to skim, etc. Reading capacity, the second important factor, can usually be determined best by means of a non-reading intelligence test or by a reading capacity test such as that of Durrell and Sullivan.*

As has been indicated *general retardation* can be determined by comparing reading capacity with reading achievement. Retardation in *each specific phase of reading ability* may be found by comparing the reading capacity with achievement in each measured part of reading ability. For instance, if we add three columns to the

* Durrell, Donald D. and Sullivan, Helen Blair **Reading Capacity Test.** World Book Co. 1937.

table already given we find:

	Getting Details	Getting Central Thought	Drawing Inferences
Mary	10.9	9.0	9.6
John	12.0	10.5	11.4
Jean	14.8	10.0	12.8

This would indicate that each of the three is most retarded in "reading to get the central thought." This phase of reading training has apparently been considerably neglected, with these three youngsters. It is quite possible that an excessive amount of time has been given to drill in getting details. A readjustment of teaching emphasis in reading should seriously be considered by the teachers of these three youngsters if they believe that reading to get the central thought is of some importance.

It is possible in a fashion similar to that described in the two preceding paragraphs to determine in which phase of *subject matter* retardation in reading is greatest. A youngster may be greatly retarded in his reading of history and approximately up to capacity in his reading of mathematics, or vice versa. An analysis of retardation in a subject matter field involves giving a reading test on the subject matter in that field and comparing the results with reading capacity as determined by the non-reading intelligence test or the reading capacity test.

When suitable tests are available to adequately measure reading interests and attitudes it may be possible to determine objectively the approximate amount of retardation in these spheres.

As has been indicated a basic concept of retardation in reading is extremely complex. The ideas presented here with respect to reading may be applied to retardation in other fields as well. Such application should always include two main factors—capacity and achievement.

Before we can intelligently approach remedial reading we must know what youngsters are most retarded. That child is most retarded in reading whose reading *achievements* are farthest below his reading *capacities*. He is the child whom someone has neglected or trained improperly in reading. He is the child who now needs the most training in the improvement of reading with particular emphasis on the kinds of reading in which he is weakest.

College Values for Tomorrow

RICHARD STOCKTON ULLERY

Longmeadow, Massachusetts

THESE are revolutionary times, and the fact is being impressed upon Americans that we cannot hold fast to our heritages merely by smugly sitting back. It is not enough to contrast our form of constitutional government, which has endured fundamentally unchanged for one hundred and fifty years, with the vicissitudes of other governments. Mere pride in past achievements is not sufficient in this dynamic world of the nineteen-forties; there must be a definite will to hold what we have and also to continue steady improvement. The strength of a nation is based on what its young men and women are educated to believe. The totalitarian powers have recognized that fact, and the fate of France has been a terrible proof that a bad ideology has an advantage over no ideology at all. Like Lot's wife, France looked back rather than forward.

If we are to keep what we have and continue to make progress (and the basic idea of Americanism is constant advance in social relations) we must never cease to try to make more secure a firm base for the democratic society in which we believe. Merely to give thanks that we are not as others are is a negative philosophy of reaction.

▼

Many of our future leaders will of course come from the colleges of today. Some of them will be graduated next June. What they acquire today in college is of tremendous importance to the America of two or three decades from now.

It has been said that the objective of studying subjects of a general nature is to develop a broad cultural background, but this statement is rather vague and does not seem sufficiently inclusive. The "broad cultural background" is worth having only insofar as it becomes functional and incorporated into the student's adult life with respect to his contacts. An education which enables one to read a foreign language or two, or which gives him an appreciation of great literary works means nothing if he does not make some use of this ability other than for his own intellectual enjoyment alone. If what he learns in college is not put into some use in his later contacts with society the college has failed. He should not, necessarily, make money out of his college career, nor should he study only the practical or technical subjects which he expects to use in his

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chosen vocation (if he has chosen a vocation); but the sum of the interests and attitudes acquired in college should be so integrated into his being that it will affect his dealings with everything and everybody throughout his life, and not be merely something to be sloughed off after graduation.

The primary purpose of college today in this country should be to develop individuals whose interests and attitudes are of real value in helping make secure the bases of our democratic society. Mr. I. L. Kandel suggests that we could profit by the examples of the totalitarian states and "develop as deep and abiding conviction in them (the objects of social allegiance) as the totalitarian states succeed in indoctrinating in theirs." However, this would not be easy to do, as the very nature of what we wish to do precludes attempts at regimentation. The more we take up regimentation the more quickly do we undermine that firm base which we are attempting to safeguard.

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To be able to assist in strengthening the bases of our society the student must of course have an understanding of what problems confront our society today, what problems have been faced in the past, and what problems are likely to appear in the future. The question immediately arises, in what way is the college student to be brought to see that vision of social purpose, and recognize the major social problems. To do so he must be developed as an integrated personality," for until he so functions whatever he takes into his memory will be of no real or lasting value to him or to society, though he may "learn" in the dictionary sense of the word.

How then to develop such an integrated personality? It is necessary for the student to develop first a philosophy of life calculated to produce the capacity of organizing and reorganizing his behavior under changing conditions. When William Jennings Bryan and Clarence Darrow were engaged in the "monkey trial" of fifteen years past Bryan replied to a question from Darrow by saying that he would make no further speculations on the point being discussed. By so stating he admitted (as Darrow pointed out) that he had a "closed mind" on the subject in question. Great man though he was, Bryan's personal integration was not first-class, for he had not that flexibility which should enable one to recognize and accept changing conditions; he continued to do his living and thinking (at least as regards the Darwinian theory) in the past. Whether Mr. Bryan believed or disbelieved in

the Darwinian theory is not the point; the significance of the incident is that he admitted that his mind was closed on that subject, and thereby he also admitted his inability to reorganize his thoughts and actions under changing conditions.

The philosophy of education which must be developed to enable the college student to organize his traits into a well-integrated whole is, therefore, the philosophy of honest, open-minded and intelligent thinking—the elimination of sham, distortion and propaganda of all sorts. The development of real values in college today, when boiled down to simplest terms, is to battle against sham, unreality, twisted ideologies and what might be called for lack of a better phrase, "newspaper thinking," and to conduct this battle by attempting to produce young men and women who are balanced, have vision, and whose reactions are based on accurate and realistic knowledge, supported by understanding and insight.

▼

If our colleges produce such persons (who are truly educated—led-out-from groping in a maze of inaccurate and second-hand thinking) we need have no fear of failing to make secure a firm base for our democratic society of the future.

Interesting Children in Nature

MARGARET C. JONES
Second Grade Teacher
Frostburg, Maryland

NATURE has indeed been generous in placing so many of her wonders within the immediate environment of the boys and girls. Nearly every school campus, yard, and field has its unique offerings. Here the children may find flowers, birds, soil, rocks, butterflies, caterpillars and plants of many species. The child's surroundings are truly unlimited in teaching possibilities. We as teachers must be alert to utilize the resources which exist so abundantly.

I have watched second grade youngsters, with whom I work, unfold as they gained unlimited knowledge of nature through directed observation and experimentation with materials they collected during excursions.

Recently, in studying how seeds travel, we took a campus excursion in order to find different types of seeds. The group became aware of the fact that plants do not look alike. They were amazed to find that nature had provided the seeds with various devices for traveling from the mother plant. They discovered that some of the seeds stuck to their clothes, others flew by means of wings or parachutes, while still others popped out of their containers in order to get to a new location. Immediately they asked, "Why do seeds need to travel?" An alert youngster concluded that if all grew in the same spot they would not have ample space for full growth.

With an interest created, questions arose spontaneously. They added, "Do all plants go to seed?" "What is the use of seeds?" "Why are there so many seeds on one plant?" "Why are there so many weeds on the campus and in our gardens?" "How can we help get rid of weeds?"

Plants that formerly were passed by unnoticed now took on new meaning and soon became quite familiar. The burdock, butter and egg, plantain, and dandelion were readily recognized according to leaf, flower, seed, and plant structure.

We discussed how we could destroy weeds. Since each seed contains a baby plant, it was decided that by pulling and burning, new plant growth would be prevented. So each child pulled many plants, put them into a pile, and the janitor made a bon-fire.

The children's interest in nature's many wonders did not cease with the conclusion of the campus excursion. Into the classroom came the enthusiastic, young scientists, anxious to share their recently acquired knowledge. The manner in which they organized and shared their knowledge was most educational. They made descriptive charts and booklets of several of the most common weeds.

In making the charts, the group first discussed each weed according to appearance. They were guided in composing sentences which expressed the facts they had learned. In most cases, several sentences expressing the same idea were given. Now, it was necessary for the group to select the sentence which contained the most accurate facts about the weed in question. By such a procedure the children were able to express themselves briefly and accurately. Their knowledge of sentence structure was increased, and another experience was added to the all important phase of group cooperation for a common outcome.

As each sentence was decided upon, it was printed on the black board, and the children were given an opportunity to read and revise if necessary. As the story of each

weed was completed, it was printed on a chart with a picture or a corresponding pressed weed. The children took great delight in reading these charts. Their science and reading vocabulary increased rapidly, since their newly acquired words were based on meaningful, purposeful, life experiences.

The stress was placed mainly on first hand experiences, and on using all the sense organs for gaining impressions of the world about them.

With the exception of a few times, the children were unaware of so called text material. When vicarious material was used it was a story here, or a poem there, for the purpose of increasing information, interest, and enjoyment.

▼

This particular science unit was instrumental in producing many valuable results. The children became keenly interested in their immediate environment. They became aware of many factors which before had been vague or unfamiar. Each new learning stimulated a desire for further learning. A new interest was created in the preservation and beautification of our campus and yards.

Yes, the values of such a class extend far beyond those of scientific classification. In discussing and deciding upon accurate information, the children were given vital experiences in oral and written language. They were given living experiences in cooperative and group activity. Because of this, the group became not only more alert thinkers and constant, comparative observers, but, I believe, better rounded individuals, living and learning together.

Clubs?—They're Not So Easy

GRACE LAWRENCE

Linden, New Jersey

WHEN clubs were first inaugurated in our junior high, we racked our brains to determine what activity we could sponsor that would interest the children. I, judging from the way our small dramatizations in class interested the children, felt dramatics was just the club for me to sponsor. In our first few meetings there was enough enthusiasm to put over a Broadway production, although we decided on a children's comedy with most of the scenery symbolic. It would have been better, I guess, if we had picked a monologue. At least I could have gotten my hands on the cast for rehearsals. We gave out the lines with the understanding they were to be learned by the next meeting—a week away, but when the week rolled around, we were just where we started. They decided to have extra rehearsals, but since it was not a "required" part of the school schedule scarcely anyone showed up. We finally put the play on—with another club as audience. It was a hectic experience! and not worth the time and the worry of rounding those youngsters up for rehearsals while the assembling of the properties was enough to give one gray hair.

So the next year I picked out a club that I felt would be bound to be successful—hiking. What youngster wouldn't be willing to get out of school for an hour? The club met the last period of the day, which meant we could take long walks out into the country and get back before dark. I didn't know my hiking club, I fear. They were all for these imaginary trips that I understand one takes in geography. They were long on planning, but when the time came to take the initial step out-doors, especially in cold weather, I was met with such a barrage of excuses, I am convinced there are vast depths of originality in mankind that are untapped in the ordinary course of human events.

There was nothing to do on hikes—they would like to arrange out-door games. Rather than admit I was licked and continue to take our hikes indoors we became an out-door games club. The committee and I scheduled some around-the-block sled races. (The idea was to take one's hike on the run.) There would be four teams, three riders and two "horses" to each sled. At each corner the first two riders would become the "horses," while the "horses" were to take a place on the sleds. The roads were just right—covered with ice, but with a good footing for the "horses" in the auto tracks that were made before the slush had hardened. It was a great day—the "horses" were off to a glorious start with prizes waiting for the teams in the order in which they returned! Again, I admit, I didn't know my club.

At the first corner team number one got in an argument as to who should be the new horses and riders. Said horses refused to step into the harness, but climbed the synagogue steps and sat there, despite my gesticulations and shouts to go on. Traffic sentinels were stationed at each corner, although the roads were not used very frequently. At the second corner a car approached at right angles when team number two came galloping down the road. The sentinel, intent on the race, warned the driver too late. I never saw such a sickening intricacy of zig-zags as they went through to avoid each other. The car with one final, dizzy curve, headed back into the direction it came from, while the sled, amidst shrieks from two women on the porch, collapsed in the ditch, everyone scratched and

bruised from the ice with the first rider catapulting against the iron drainage pipe.

Team three in the middle of the second street when the accident occurred, caught up and stopped to help. They put the bruised and wounded on the sleds and retraced their steps to me.

Team number four, which was in the lead, "did not choose to run" when they saw the other three were out of the race. All five of them came leisurely around the third corner, dragging the riderless sled while I, nearly frozen, waited. They were still coming when the closing gong sounded and then everyone automatically melted into the landscape. I was left with the most badly injured—and the prizes.

The next year I did *not* sponsor a hiking club, but on an inspiration decided to teach whittling, from a little experience I had had with it at summer camp.

Each child was required to have a scout knife, and pay twenty-five cents dues. We used any soft wood. I found spruce or cedar very good for the first project. It is not so soft that chunks would be cut out of fingers and wrists, and not so hard as to be discouraging to beginners. Our first article was a letter opener, or with a little alterations, a dagger, or a butter knife. We burnt designs in the handles with an etching needle and then varnished them. Later we made spoons and forks. One boy made a very serviceable salad set. The last project was an oblong tray about a foot long. We used sandpaper and steel wool to give a good finish, etched them, and finished with several coats of varnish. All the projects were very practical. I found one variation of the tray, an oval with the trough in three sections, very useful on my desk.

Many of the youngsters who finished the suggested projects made extra articles that they designed themselves—an ash tray, a crumber, or a bread-board.

This year we are making a set of buttons and a buckle as the first project. The club plans to use them as a Christmas present for their mothers. I am delighted with the designs—the head of an owl, a gob with eyes so big the belt can pass through them, a sailboat, diamonds and squares and circles with initials interwoven, a horse's head, and a Scotty whittled in an oval.

I found out that boys made the best whittlers. The girls didn't have the strength in their fingers, and the older the boy the better whittler he was, so this year I have restricted my club to boys. I have some seventh graders in it, but am getting them trained for an eighth grade whittling club next year. We have ambitious plans ahead—carved candlesticks and lamps, as well as the articles we made last year. I feel that as a result of the trial and error method, I have a successful club at last.

She Wanted Chemistry

CATHERINE CHRISTIAN

Laramie, Wyoming

FOR any of your teachers who went to college for a year or two, began teaching, and are still striving for a degree, there are many problems of how to obtain those needed credits. Three ways are commonly practiced: trying to pick up credits at summer school (if you can save enough money during the winter), writing correspondence lessons (if you haven't yet taken all the correspondence courses offered), or attending extension classes (if the university can spare an instructor, and if there are enough teachers interested in supporting him).

In a small community in Wyoming, one elementary teacher who had exhausted all three methods, planned a fourth, and is now going to a class started on her own initiative. Others of you could do the same.

The course this teacher needed was science. Since she was unable to study it through correspondence or extension service, and since she was financially incapable of a term at school, she organized a class with local instruction and university grades and credit. Here is how she did it:

She first consulted one of the local physicians as to instructing a chemistry class for local and neighboring enthusiasts. When he had consented, she wrote to both the head of the correspondence department and the dean of the College of Liberal Arts at the state university, asking if they would approve the course and grant credit for it.

The project was approved after the physician's record had been checked. The university textbook is being used, and finals will be sent out from the university. Experiments are conducted in the local high school laboratory.

The teacher organizing the class was responsible for soliciting members, and collecting from them the amount of money necessary to conduct. This money is sent to the correspondence department where a small proportion is retained for the university, and the rest returned to the physician as compensation.

A similar plan is feasible wherever a group of teachers are still working toward that degree, but find the three old methods inconvenient.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department.

Visiting of the Home

Q. Will you tell me through your column what are some essentials in the art of a good home visiting?

A. The home visit by a teacher is most valuable, as a rule, when it is performed in the spirit and with the social grace of the visit to the home of any cultivated friend. In the home visited, regardless of the furniture, house, or dress, manner or speech of the parents, the guest should feel at ease with them and they with her. The ideal guest makes her host and hostess feel worth while and wins their warmest welcome. All persons concerned should feel more friendly toward one another following the visit, all eager for a return of the pleasure.

As a rule, any shortcomings of the child concerned should not be discussed on the first visit, certainly not in the child's presence. The first visit is a peculiarly good time for the teacher to say to the parents any truly good things she can about the child. In the teacher training school of tomorrow the future teacher will be guided, probably through dramatic means, in the art of being a gracious guest as visitor in every sort of home from which her pupils may come.

Be it observed that the younger the child, the more eager, as a rule are his parents to be visited by his teacher. After all, the kindergarten or first grade teacher becomes a kind of substitute parent and inevitably gets very close to the home. While visiting schools in Bridgeport, Connecticut, I learned of an excellent practice there. Each regular kindergarten teacher is given half a day off each week to visit in the homes of her pupils (her class is taken over by a substitute).

In an underprivileged area of Worcester, Mass., the kindergarten and primary teachers often go with their classes to visit homes of their classmates during school hours. In this way the experiences of these little children are enriched and a tolerant attitude is cultivated. It is the custom of the hostess to have on display some articles of food, clothing or furniture peculiarly representative of the native land from which the parents came, there being almost a score of different nationalities in this school neighborhood.

TEACHER'S PET

Q. A pupil whom I think likable and promising is very unpopular with his classmates. Am I to blame in any way?

A. Often the surest way for a pupil to be very unpopular with his fellows is to be very popular with his teacher. Some parents grow immediately concerned about the social adaptability of the child who frequently reports favorable attention and special assignments of responsibility by the teacher. Ideally the two rankings should coincide or nearly so.

A profitable stunt for the teacher is to rank the pupils of her class on how she likes them; then to have each child rank all the other children as he likes them, without signing his name. She will be interested in the comparison of her rankings with the combined rankings by her pupils.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Democracy's Pillars

Every device and resource should be used to develop honesty. It is fundamental to success in the home, in business, in life—more, it is basic to the constructive unfoldment of democracy.

Democracy after all is only a tool—it can be used for good or ill depending entirely upon the people who do the voting. But potentially democracy promises more than any other type of govermnent—under ideal conditions it liberates the mind and spirit of a nation—it enables each citizen to add his spark of wisdom to the sum total of human progress. Surely that is more promising than a whole nation's relying upon the limited and perhaps biased judgments of three or four people.

However, democracy can fail. It will fail unless every individual is educated to be Christian, to be honest and to think soundly. Each of these is essential—without any one of them democratic life can be only a shadow.

Christianity is the foundation of democracy—Christianity emphasizes the personality of man, the sacredness of the soul, the importance of love, sacrifice, discipline and obedience. Perhaps Christianity embodies all that is necessary to a strong democracy; still it won't come amiss to stress two other factors: (1) Honesty is essential—cheating, lying, trickery, secrecy, deception are inimical to the full fruition of any movement. Beware the slick politician—he is the foremost enemy of democracy—he is as bad as a Nazi because he wilfully misleads for his own selfish ends.

The honor system in use in many schools may help develop the power to think together, to control one's self and to assume responsibility—and again it may

create dishonesty and disrespect. One student explains it thus: "Yes we have the honor system in our school—the teachers have the honor and we have the system." (2) Thinking is the most difficult and the most erratic of man's burdens—it is hampered, almost ruined by the sparsity of facts, unscientific methods of thought, intellectual dishonesty and emotional instability. Education has accomplished very little towards enhancing the powers of reason.

Well, I must stop—but ruminate this: If you cherish democracy you had better look to the pillars that support it.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

A Convention and Two Texts

The program of the convention of school administrators at Atlantic City was timely, informative and inspirational. The central thought of the meetings was that we must not let the nation collapse from internal weakness while we defend it from enemies without.

One speaker after another emphasized the necessity of building up our national unity, strengthening the basic institutions of church, home, and school, interpreting anew the meaning and aims of democracy, and reaffirming our faith in our country's ideals.

In this work of fortifying the nation from within educators must have a leading part. Above all, they must manifest the democratic spirit in every situation and relationship connected with the schools.

The influence of this convention, extending to every part of the country as the administrators go to their tasks, will have a most beneficent effect upon the nation.

▼

I was brought up on the Bible. I consider the book the great wellspring of hope, inspiration, and ethical ideals. I know much of it by heart, but there are two significant passages that have come to my attention only recently.

Dr. Ralph W. Sockman took for the text of his address at the opening meeting in Atlantic City the words of Esau to Jacob: "I will lead on softly—according as the children are able to follow." There is plenty here to provoke thought and the noted preacher made a profound impression upon his vast audience of children-leaders.

I found reference to the other passage in my belated reading of Dr. William Lyon Phelps' autobiography. Dr. Phelps quotes the prophecy concerning John the Baptist: He shall "turn the hearts of the fathers to the children." What greater need than this is there today?

All the time we have been trying to have the turning in the other direction. But a little reflection shows that the forerunner of Jesus had the true mission for every generation.

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I am frequently accused of too much preaching. I doubt if I can change my habit, but I at least have found two new texts.

Chizzle Wizzle Jubilee

Thoughts of our big school fair, which now is just over, keep running through my mind. This year we observed our golden jubilee. Fifty years without a break,—a half century of steady growth and development, — what a notable record!

The fair is called Chizzle Wizzle, the originators having taken the name from the school yell.

The students call their fair the "best school fair on earth." No one has ever disputed the claim.

We had capacity crowds on four successive nights. No small benefit results from having all these people come to our building and see our students at their best. It helps explain the pride our citizens take in their high school and the fine support they give it.

We expect to make about $2000 for our extensive student activities, many of which we would have to drop but for Chizzle Wizzle.

Nearly three hundred students had their names on the program as having a definite part. Every sort of talent was called out and developed. Whether a pupil has ability in drawing, or business matters, or acting, or music, or dancing, or even carpentry, Chizzle Wizzle has a place for him. Year after year it is thrilling to see students, many of whom are slow in the class room, come forward and achieve greatly in some feature of our school fair. Chizzle Wizzle has an educational value of the highest degree.

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Traditionally the students run the fair themselves. The policies and procedures, which they plan and carry out, develop a sense of responsibility and an efficiency which older people often view with amazement.

We prepared a souvenir program of our fiftieth Chizzle Wizzle. We shall be glad to mail one of these to any person interested enough to send us his address and a three cent stamp.

The News Digest SECTION

Students Must Face Draft Call

WASHINGTON. — Selective Service headquarters will not recommend exemption of college students and professors from the draft after July 1, 1941, Brig. Gen. Lewis B. Hershey, Deputy Director, indicated in a talk to college and university heads from all over the country.

"I do not believe colleges can afford to demand privileges which appear to single out one class of Americans," General Hershey told more than 500 educators from 41 States gathered here for a meeting of the National Committee on Education and Defense, sponsored by the American Council on Education and the National Education Association.

General Hershey's declaration was made in the face of a warning from Dr. Isaiah Bowman, President of Johns Hopkins University, that the Nation "will be headed for disaster" if it "keeps its eye only on its soldiers."

Alberta Bans Lindbergh's Books

EDMONTON, ALBERTA. — Certain publications of which Colonel Charles A. Lindbergh is the author are being withdrawn from the lists of school books in Alberta owing to lack of demand, officials of the provincial Department of Education announced today.

Protests were received by the department against Colonel Lindbergh's books being available for school heading after the flier testified against the British aid bill at Washington.

School courses list of optional reading such books as "We" telling of flights across the Atlantic.

"There has been practically no demand for the books and we shall be delighted to withdraw them," a departmental official said. "Prior to the flier's declaration of his attitude concerning the war his books were not in demand in this Province and would have been withdrawn ultimately from the school lists."

HIGH INCOMES FOLLOW HIGH MARKS INDIANAPOLIS SURVEY INDICATES

INDIANAPOLIS, IND. — What happens to Indianapolis youth after they are graduated from high school has been the subject of study by local school officials. At the instance of DeWitt S. Morgan, superintendent of schools, the high school principals have made a follow-up survey of the boys and girls who were graduated ten years ago. Results have been compiled and analyzed by H. L. Harshman, director of administrative research of the Indianapolis public schools.

One of the most significant findings was that 92.8 per cent of the boys and 40.7 per cent of the girls graduated ten years ago were privately employed. The fact that 73.9 per cent of the girls were married, and only a third of those married continue to work for wages, accounts for the low percentage of girl graduates now employed. Thus, only 50 per cent of the girl graduates were available for employment at wages.

A definite correlation between the average grades of the high school students and their average weekly wages ten years after graduation was shown. The boys who made A's in their high school work were earning an average of $38.72 a week; those who made B's in high school were earning $35.96 a week; and those who made C's were earning an average of $30.90 a week.

The girls who made A's in high school were getting an average of $27.34 a week; those who made B's, $21.43 a week; and those who made C's, only $17.36 a week

An inverse ratio is shown between average grades made in high school and marriage; only 37.5 per cent of the boys who made A's were married within ten years, whereas 75.3 per cent who made C's were married. For the girls a similar relationship is shown; about 66.8 per cent of the girls who made A's married within ten years, whereas 84.1 per cent of the girls who made C's were married. Slightly out of line with the general correlation, however, is the fact that 60 per cent of the boys and girls who made A-plus were married.

A definite correlation was shown between the average grade made in high school and whether the graduates went to college and were graduated. Ninety-three and 3-10 per cent of the A-plus boys, 58.2 per cent of the A boys, 57.8 per cent of the B boys, and 29.1 per cent of the C boys went to college. For the girls the relationship is about the same.

Latin Taught As Live Language

CHAMBERSBURG, PA.—Latin is being taught at Wilson College as the "live" language of a vital people whose literature offers sharply pertinent comment on such supposedly modern phenomena as dictators, propaganda, fifth columnists and communism.

"No literature can be fully appreciated unless the student understands the times in which it was written and the people who lived in those times," Dr. A. Mildred Franklin, Professor of Classical Languages, declares. "The entire department is therefore helping the undergraduate to create in her own mind a picture of Roman civilization and to see that the Romans were intensely human beings.

Lawrence Pupils Have Apple-A-Day

LAWRENCE, MASS.—If the adage holds true, 6000 Lawrence school children will not be in need of a doctor for the remainder of the school term.

Each pupil in the elementary schools is to be given an apple a day, at morning recess, until June.

The fruit—8000 pounds—was obtained from the Federal Surplus Commodities Division.

FEDERAL SCHOOL AID IS URGED UNDER STATE AND LOCAL CONTROL

WASHINGTON. — Federal financial assistance to elementary and secondary schools was advocated by the American Youth Commission, headed by Owen D. Young, as an immediate defense need.

Pointing to the undemocratic way in which hundreds of thousands of children are penalized educationally for living in poverty-stricken or isolated parts of the country, the Commission declared, "since youth is being trained for defense, they should be assisted in forming a conception of what it is they have to defend."

While fully aware of the "dangers of bringing the Federal Government into the field of education," the Commission strongly recommended direct school grants to states, with all control of policies left in the hands of local authorities."

"If several million American children are not to continue to be denied their birthright of educational opportunity, the necessity for federal aid is crystal clear," it declared. "Committees have deliberated, elaborate studies have been made and careful plans have been prepared. The present need is for action."

Youth Commission surveys have shown that in 1936 six States—Alabama, Arkansas, Georgia, Mississippi, North Carolina and South Carolina—spent less than $40 per pupile while four states — California, Delaware, Nevada and New York—spent more than $125. Rural areas while responsible for educating 31 per cent of the nation's children of school age received only 9 per cent of the national income.

Administration of federal aid, the Commission warned, "should guard with all possible care against the intrusion of federal control over the instructional process in the schools and the funds should be distributed to those States and school districts where most needed."

Puts Dictionaries In Puzzle Column

BOSTON.—Alan Ruth Potter, eight-year-old Boston school girl, has found the world a more perplexing place to live in since she received a gift dictionary from Dr. Eugene S. McCartney, an editor of the University of Michigan Press.

"I think a dictionary is hard to use," she wrote Dr. McCartney at Ann Arbor, Mich., in acknowledging the gift, "because you use it to find out how to spell a word, but you have to know how to spell the word in order to find it in the dictionary in the first place."

Pupils Make Own Four-Reel Movie

SAN JOSE, CALIF.—Production of its first entertainment film by the dramatic class under the direction of Miss Alice Hamm of the San Jose High School has aroused considerable enthusiasm among the budding "stars."

Entitled "It's All in Cards," the movie was written as well as acted by the dramatic students. It is four reels long, and will require about 30 minutes to run through a projector, according to Miss Hamm. It has a cast of about 12 members and a production crew.

The work of the drama class is a part of the high school's increased use of motion pictures in many fields of instruction. The use of educational films was introduced in the local high school four years ago by James Dent, dean of boys, and natural science teacher, and films are now being used by the social science, English, art, language, and physical education department.

Study of America Urged In Australia

MELBOURNE, AUSTRALIA.—Professor Frederick Alexander, head of the History Department of the University of West Australia, who recently returned from the United States, has suggested the endowment of a chair in American history in one of Australia's universities.

He said the appointment of an American to the post would counteract the Australians' cultural indifference to the United States. He stressed that automobile and oil salesmen and Hollywood producers were not the best missionaries of American civilization and that American universities did not revolve around football coaches and glamorous coeds as the movies suggested.

To Develop Hobby And Handyman Abilities

NEW YORK. — A new course of study designed to teach pupils how to oil and repair bicycles, sewing machines, roller skates, electric irons and other common household appliances is to be introduced in the junior high school division next terms, it was announced recently.

By action of the Board of Superintendents, the industrial classes in the junior division will no longer stress vocational subjects. Instead, an attempt will be made to develop hobby and handyman interests and abilities. School officials feel that with the changing emphasis in the vocational field it would be entirely impracticable to train junior high school children to assume positions in industry.

According to Dr. Elias Lieberman, associate superintendent in charge of this division, the shop courses can prove of value as "exploratory" subjects, permitting the students to get a taste of a variety of fields. For example, boys are offered shop work in metal, electric, printing, machine, wood-working and crafts; girls may attend classes in foods, cooking, homemaking, sewing, novelty, dressmaking or art weaving shops.

SCHOOL BOARDS

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Names Mis-Spelled On School Plaques

CAMBRIDGE, MASS.—The Cambridge school committee has embarked on a campaign against incorrect spelling. John Carr, a member, reported that a Russell school plaque which for the past 11 years has honored Longfellow, had the poet's middle name mis-spelled "Wardsworth." Another plaque in the new addition at the Cambridge High and Latin School has names of several school committee members mis-spelled. Both were ordered taken down.

Concord School Dept. Gets Hall Portrait

CONCORD, MASS.—A portrait painting of the late Wells A. Hall, former superintendent of the Concord public schools, was presented the school department by the Concord Teachers' Club at a public gathering in the high school auditorium, recently. At the same time the school committee formally authorized the naming of the school hall "The Wells A. Hall Auditorium." Mr. Hall was, before his death on April 5, 1938, for 31 years superintendent of the Concord schools.

Office Tenure Sought In Maine

AUGHSTA, MAINE. — Among the more important legislation proposed at the current session of the Maine Legislature not falling into the categories of financial or the other more ordinary types of legislation, is a proposal to establish teacher tenure of office. Its proponents believe it would tend to materially raise the standard of instruction by affording teachers greater permanency of employment.

Under present laws, a local school board may terminate a teacher's employment as it sees fit whereas in many states a teacher having served a certain number of years successively in one school system is given some protection against loss of his position.

The bill would extend such protection to Maine teachers after they first had served a probationary period of three years.

Woman School Janitor Retires

LAKEPORT, N. H.—Miss Susan Davis, for 28 years janitor of two grade schools here has retired at the age of 70. During her service she shoveled tons of coal and tons of snow, swept, dusted, and did scores of odd jobs, finding time once to shingle her own house.

School Named For Former Supt.

GROSSE POINT, MICH.—The name of Samuel Miller Brownell will be given to the Junior High School in the six-year secondary school here. By unanimous vote of the Board of Education, at the suggestion of Dr. E. R. Van Kleeck, present Superintendent of Schools, the honor was paid to Dr. Brownell, eleven years superintendent of schools in Grosse Pointe and now professor of educational administration in the Graduate School at Yale University.

Phenomenally rapid growth of the five Grosse Pointe communities resulted in construction of a new school or addition every year and a half of Dr. Brownell's superintendency.

Basic English System Explained

CHAPEL HILL, N. C. — Addressing 110 South American "good neighbors," here recently for a six weeks' "summer school" at the University of North Carolina, Dr. I. A. Richards, well-known British scholar, said that "Basic English," which requires only 850 words, but can express almost any thought and can be learned rapidly, "may soon become the world language for business and everyday purposes."

Speaking at the invitation of the Inter-American Institute of the State University, the Cambridge professor and visiting lecturer at Harvard demonstrated his theory in a lecture he gave on this subject.

The main purpose of "Basic English," Dr. Richards said, "is to provide a second or international language and a quick first step in normal English.

"Thirty countries are teaching basic English in their schools," he went on. "It is being used by international organizations, by businessmen, and for international radio."

Americanism Courses Needed

WILMINGTON, N. C.—"The example of France shows a growing need for a course studying Americanism to counteract the influence of foreign propaganda," said H. M. Roland, Superintendent of Schools, in an informal interview on the teaching of Americanism in the New Hanover County schools.

A democracy has everything to gain, and nothing to lose, by teaching the true facts of history through real American teachers, Mr. Roland said. "In our schools the idea of the American way of life is sold to the pupils by bringing out the many advantages we have in a country where liberty and equality still exist, with full information in current events, history, geography, literature, and other fields. When a child learns that practically all scientific and cultural progress has been made at periods in the world when freedom existed, he can see more clearly the effects of dictatorships."

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Harvard Scholarship Hits New High Mark

CAMBRIDGE, MASS. — Scholarship reached a new high at Harvard College during the past year as undergraduates established four new academic records, Dean A. C. Hanford revealed yesterday in his annual report. One-half the college's upperclassmen, the largest number on record in the history of the dean's office, are candidates for honors. Additional records were set when 30.7 per cent of the undergraduates were placed on the dean's list, 35 per cent were graduated with special honors, and only 4.4 per cent were dropped.

EDUCATIONAL FILMS EXHIBITED TO 73,000 PUPILS IN N. H. SCHOOLS

DURHAM, N.H.—During the year 1940 the still-young motion-picture film library of the University of New Hampshire served nearly one-fifth of the State's entire population. About 73,000 primary and secondary school children went to the movies in their own classrooms. Another 2,000 college students saw motion pictures as part of their academic study. Twenty-five thousand adults participated in the film project.

Not for entertainment are these motion-picture showings. There is no attempt to compete with the already established movie palaces. "The motion pictures which our library shows before pupils and adults are strictly for motivation," according to supervisor Donald W. Smith.

The New Hampshire library services large and small schools, although limited somewhat by the amount of equipment each has. Some have only small, inexpensive machines. Others have the best equipment money can buy. One school values its visual machines at $3,000. Important is the fact that 50 per cent of the schools in the State have motion-picture equipment.

Operation of the service is as in any lending library.

The cost to schools is not high. Through a cooperative organization known as the New England Educational Film Association, of which New Hampshire is one of the founders, schools may receive the use of $15,000 worth of materials in a year for the subscription fee of $100.

Higher Education Moves On In China

HUNAN, CHINA.—Higher education in Free China marches on despite the war. The expanding list of universities will have a new addition when the Chung Cheng University opens in Hunan next Spring, with an initial foundation fund of $1,500,000 and an annual running budget of $1,000,000, according to the China Fortnightly of Chungking.

The university will start with its College of Agriculture first, then its College of Commerce next Fall, to be followed in 1942 by its College of Engineering.

Too precious to be exposed to possible risks should Yunnan be attacked by Japan from Indo-China, the National Tungchi University is moving from Kunming to a western Szechwan city.

This is the fourth removal of the university since it left its original site at Shanghai when the war started in 1937.

Duke's President 55 Years on Staff

DURHAM, N. C. — Dr. Robert L. Flowers, who has been elected President of Duke University to succeed Dr. W. P. Few, has been identified with that institution and its immediate predecessor, Trinity College, for the past 50 years. He was acting President for several months.

Professor Says 'Ain't' A Distinct Contribution

MOUNT PLEASANT, MICH. — The word "ain't" is American and marks a distinct contribution to the English language, says Prof. E. C. Beck of Central State Teachers College.

Dr. Beck insists that it ain't too bad to use "ain't," because the word is being accepted by more and more people. He believes it gradually will come to be considered correct usage and will be included in dictionaries.

"If the American people have contributed anything to the English language," says Dr. Beck, "it is the quality of terseness and vividness represented by 'ain't'."

Dr. Beck believes the word developed in the days when pioneers spoke sparingly and constantly sought short, simple terms.

"And while men might not speak sparingly today," he says, "there nevertheless is still a tendency to streamline language by using 'ain't'."

Private Education Held Threatened

MIDDLETOWN, CONN.—Unless the private schools and colleges adjust themselves to realistic present-day conditions, a danger exists that within the next decade—by 1951—the government may take them over, together with all education, Dr. James McConaughy, president of Wesleyan University, warned recently.

Examples were given of how the State is assuming more and more control over the private schools. He referred to the regulations concerning licenses, course of studies, and other administrative details.

"What can private schools do to perpetuate themselves and not be abolished?" he asked. "I feel they must merit the privileges which they have. There is no justification for their continuance unless they do even a better job in the future than they have done in the past."

Chinese Language Still Unchanged

PROVIDENCE, R.I. — The Chinese language today is the same as it was 2,000 years ago.

Dr. Yen Ren Chao of Yale University, speaking at the Linguistic Society of America, at the Hotel Biltmore recently, pointed out that while English is an evolving language adapting itself to new terms and conditions, the Chinese are using "almost the same system of characters as was used 2,000 year ago."

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through this really original text which will teach them sentence structure in spite of themselves and exercise their sense of humor at the same time.

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TERM BILLS PAID ON BUDGET PLAN IN MANY SCHOOLS AND COLLEGES

BOSTON.—Today more than one hundred preparatory schools and colleges are using a tuition payment plan to make it possible for parents to pay for their children's education without upsetting their own budget plans.

By this arrangement children attend school just as they do always but instead of their parents paying the tuition in a lump sum, payment is divided into seven or eight equal parts, spread over the school year. The school gets its money in the usual lump sum, and the parents pay the corporation (not the school) four per cent for the convenience.

When the plan started, three years ago, there were only a few parents and schools subscribing; today this has increased to over one hundred schools, and a point where the subscribing schools find that from 40 to 60 per cent of their pupils are receiving their education with the aid of this monthly payment arrangement.

Contrary to original expectation it has been found that the appeal is not to any particular economic class of people.

Application for use of the plan is made through the school, and all contracts are signed with the school. In other words, this is not a banking arrangement. The contract itself is merely a simple pledge to repay the money in specified sums at specified times.

Currently the plan has been spread to include all student expenses including residence and food, insurance, holidays, and incidentals such as spending money.

School Finds Jobs for Pupils

ATHOL, MASS.—Athol High School has recognized the need for a placement service for the purpose of helping students and graduates find employment and thus aid local employers to get the kind of help they need.

For two years this school has maintained such a bureau, which has already placed many boys and girls in permanent jobs and given part time and temporary positions to an even larger number. The school placement bureau, according to Francis E. Carr, director, is finding it harder to fill employers' requests for boys and girls for full-time employment, now that business has taken in so many men formerly unemployed.

The student or graduate fills out a card, specifies his school program, ability, experience, job preference and other pertinent information, which is kept on file. Employers furnish periodic reports. A follow-up record of graduates from 1935 to date is contained in files.

Pittsfield Pupils Produce Buckles

PITTSFIELD, MASS.—Pupils of the Crane public school have picked an unusual way to aid small English boys whose homes have been bombed; they have given about 200 buckles which are sewed on blue shorts that go to England.

Mrs. William Crabtree, who is assisting Mrs. Harold A. Barnes in directing the making of shorts for British children at the Pittsfield branch of the British War Relief Society, found that there were no buckles for them, and no money for buckles. Her son, Douglas, in the second grade o. Crane school, asked his young friends if they did not have some buckles on pants that they had outgrown. The schoolboys made a campaign of it, with the result that there are enough buckles not only for the current shipment but also for several lots to follow.

War Voids Teacher Contracts

CAMBRIDGE, MASS.—Contracts with teachers at Harvard summer school are not binding if the United States becomes involved in the European war, it has been disclosed. Kirtley F. Mather, professor of geology and director of the summer school, said a complete change of the summer school program would be necessary in the event of war, but added, "There is now not a chance in the world that this will come about."

London Children Return to School

LONDON.—More than 70,000 London children between the ages of 8 and 11 returned to school recently for the first time since the outbreak of the war.

Middlebury College Language Schools

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The Middlebury Language Schools stand for the thorough preparation of language teachers through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history and culture of the foreign country. Success hinges on the consistent enforcement of the Middlebury idea—segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a staff of native instructors. Beginners courses in German, Italian and Spanish for students from another school offer unusual opportunity for starting a new language.

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Book Reviews

Planning the Community School

School buildings in the United States are increasingly used, outside regular school hours, for various purposes of adult education, and it is high time that those planning new school structures take into consideration these community uses and make suitable provision for their accommodation. Hence the timeliness of this book by Professor Englehart and his son, N. L., Jr., titled "Planning the Community School."

Flexibility is the recommended keynote of all proposed new school buildings, but flexibility based upon known conditions of the city or neighborhood where the school is to be erected.

The book suggests numerous possibilities and is rich in ideas for architects and building committees. It presents many plans and illustrations. One feature frequently mentioned seems so obvious a disideratum one wonders why it is often overlooked—namely, the provision of separate entrances and heating for those parts of the school which are most likely to be opened to the adult public. These and hundreds of equally pertinent suggestions make up this invaluable handbook for school planners.

PLANNING THE COMMUNITY SCHOOL. By N. L. Englehardt and N. L. Englehardt, Jr.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Founding of the American Public School System

We have here an important textbook for college classes in education. When we say this, however, we are telling comparatively little about Professor Monroe's latest contribution to educational literature, which is much more than an ordinary classroom manual. The work is adequately described in its sub-title as "A History of Education in the United States—From Early Settlements to the Close of the Civil War Period." The first chapter is a discussion of "European Antecedents of American Education." Since the treatment of this topic is compressed into thirty pages, it is inevitably more of a summary than a comprehensive analysis. This book is primarily a work in American history. It traces the growth of our school system against the larger background of our national life.

The first part of the study deals with the colonial period and the second with the early national period. Each chapter is a first-hand discussion of a vital phase of the history of American education. One wishes that the author had the space to go farther into topics like the rise of the colonial college and the development of the secondary school. The text is supplemented by over a hundred illustrations, some of which are very rare. In addition to this volume there is a second book containing source material and also an extensive mass of data issued by a new mode known as the microfilm and strategically located in libraries equipped with facilities for its use. This publication was made possible by funds granted by the Carnegie Corporation.

FOUNDING OF THE AMERICAN PUBLIC SCHOOL SYSTEM. By Paul Monroe.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Units for English Mastery

There are workbooks and workbooks, but in this series we have something decidedly new under the sun. In preparing the booklets for use in junior and senior high schools the authors have not shown the slightest hesitation to depart from conventional methods. Although the little books are marked by several highly distinctive characteristics, probably the one which should receive first mention is their use of visual material as the basis for drills, motivation, and inspiration. The pictures are unusual and bear evidence of being selected with the interests of the child especially in mind. For example, on one page is a diver paying a visit to Davy Jones's Locker and another an old-fashioned stagecoach being attacked. Still others are labelled "Judges Examine Colts at Wabash, Indiana," "A Modern Bank Vault, Where Thieves Cannot Break In," "Here is One Way a Forest Can go to Sea," and "Athletes Seek Glory for Dear Old Fordham and Dear Old Pittsburgh."

The titles of the four booklets are *Correct Use of Verbs, Capitalization and Punctuation, Sentence Sense,* and *Parts of Speech.* The units are noteworthy in their flexibility. Since they are unnumbered, they can be used in any order. Extreme care has been taken to make the material fit the average and below-average student of the American high school. The entire group of studies is arranged in such a way as to avoid lock-step teaching. These workbooks make possible truly individualized work and will enable the student to proceed at his own gait.

UNITS FOR ENGLISH MASTERY. By Thomas E. Robinson, George R. Bolge, Charles A. Hogan, Richard R. Robinson.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Guide to English Usage

When we think of the wide range and almost infinite variety of texts in high-school English, we are likely to jump to the conclusion that the subject has been approached from every conceivable angle. Yet such an idea is highly erroneous. As long as there are alert, progressive, growing teachers, we shall have schoolbooks of new patterns. Of this the *Guide to English Usage* is an excellent illustration. The sub-title is "A Handbook for Practice and Reference." When one reads this and leafs through the pages, he could easily come to the conclusion that here we have another college handbook. And there is no doubt that the present work has much in common with these. The chief distinction between it and them is that *Guide to English Usage* is planned for the high school student. The idea of the authors has been to prepare a book suited either for use as a reference work or a principal text pared of all non-essentials.

The besetting sin of writers of books of this type has frequently been final-mindedness. These two authors, however, are singularly free from this pedantic dogmatism. They proceed upon the assumption that language is a live, changing commodity, that standards shift, and that the standards of a given period are determined by the enlightened usage of that particular period. The book is concise, intelligent, and practical. It has high possibilities of usefulness.

GUIDE TO ENGLISH USAGE. By Edna L. Sterling and Don W. Emery.—New York: Henry Holt and Company.

New Frontiers

Although you might expect a book titled "New Frontiers" to treat of pioneering adventures or perchance of advances in science the social field, the volume here examined draws its title from another type of human progress. It is the progress of the individual reader or student, as he is led by printed words, pictures or direct experience into fresh territories of the mind. A brilliant exposition of the title's implications is given in a foreword by Professor Louis Zahner of Harvard. And the entire book of selections in literature is carried through with consistent attention to this matter of proceeding from the familiar to the new and of doing it in a spirit of adventure. Technicians call it "reading readiness," that condition of the reader's mind at the time he starts to read an unfamiliar story, poem, essay or play. Whatever it be called, it is worth all the attention given it by modern psychologists, teachers and textbook writers.

The excellence of this reading text consists not only in its choice of pieces likely to interest the average young person, but in its introductions to these selections, calculated to break down resistances and arouse curiosities; and in the attention paid to developing comprehension, thought and observation. The last of these attributes of an educated person should be built up appreciably by the specially designed pictures which implement as well as adorn this volume.

A full length play, "Julius Caesar," and a full-length novel, "Treasure Island," are included; the whole volume providing both the material and the lively incentive for a literature course of several years in high school.

NEW FRONTIERS. Edited by Thomas H. Briggs, Lucile Prim Jackson, Emma Miller Bolenius, Max J. Herzberg.—Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Story of Civilization

The closing sentence in the *Story of Civilization* reads: "Fighting ceased in France June 25, 1940, but England continued the war against Germany and Italy." In the word list at the end of the last chapter we find "Nazi," "purge," "economic sanction," "Third Reich," and "Blitzkrieg." This impresses us with the fact that the book is so outstandingly up-to-date that it is contemporary. Yet this is not its only emphasis. It begins as far back as the hitorian can take u. The first section of the first chapter bears the caption "The First Men," and the material that follows deals with the whole range of human history.

The initial impression one gets of this volume is that it is an unusually attractive book. There are literally hundreds of beautiful illustrations, including eight in color. The reviewer's second impression is that the authors know how to write. The sweep of interest of the story is such that it is really difficult to lay the work down. The chapters are crammed with living information and interpretation. Unit II has to do with "Greek and Roman Civilization" and Unit V with "Modern Civilization: Industrial Revolution." All of the material is skillfully correlated with the problems of the modern world, and there is no lack of discussion questions and other pedagogical aids. Each Unit is followed by a very succinct but arresting summary of large facts to remember concerning its content.

STORY OF CIVILIZATION. By Carl L. Beckner and Frederic Duncalf.—New York, Boston, Chicago, San Francisco: Silver Burdett Company.

Problems in Public School Supervision

In regard to questions in connection with supervision, it is comparatively easy to utter words of learned length and thundering sound, but to get down to the bed-rock of real conditions is much more difficult. This, though, is what Professors Myers and Kifer have done. We have here a book dealing with forty concrete problems classified under seventeen major headings. In numerous instances they are cross-referenced to other closely related units. Each is followed by questions having to do with various aspects of the problem, and in connection with every unit there is a comprehensive list of collateral reading material. The problems have been selected with the thought of presenting as many types of real situations as possible.

Unit IX, which can be taken as an example, deals with "Supervision in Relation to Weak and Inadequately Educated Teachers." It contains but two problems. Of these Problem 20 is characterized as "The problem of a weak teacher who has been permitted to attain tenure," and Problem 21 is "The problem of a teacher who is weak in English but well liked and a good worker." The mention of a few other problems will give further information in regard to the scope of the book. Problem 33 is of more than ordinary importance. The question which it propounds has to do with what can be done to control the dissemination of propaganda in connection with the teaching of controversial subjects. Problem 22 is full of dynamite. It innocently presents the question as to whether principals should be required to rate teachers. Problem 31 inquires as to what provision should be made for the gifted child. Since all of these problems are illustrated by what purport to be specific instances they are full of genuine human interest. The material is of value to classroom teachers as well as to supervisors and prospective supervisors.

PROBLEMS IN PUBLIC SCHOOL SUPERVISION. By Alonzo F. Myers and Louise M. Kifer. New York: Prentice-Hall, Inc.

Lassie Come-Home

Teen-age readers have a delight ahead of them in Eric Knight's story of a collie dog, "Lassie Come-Home." This beautiful thoroughbred is a well loved member of a Yorkshire family, the Carracloughs. Her faithfulness in keeping a rendezvous with Joe as school is dismissed each afternoon is such that the village folk say they can set their watch by her. But the Carracloughs are poor and the dog at length has to be sold. Her new master, the Duke of Rudling, is famous for his ill temper but knows the fine points of a dog and has his kennels ready for a find like Lassie. Lassie, however, does not take to the new surroundings and soon returns home. Back she must go to the Duke. This time he transfers her to his estate in Scotland, a full four hundred miles away. Her long and arduous journey back to her home is a harrowing experience and an epic of dog determination and grit.

LASSIE COME-HOME. By Eric Knight. —Philadelphia: The John C. Winston Company.

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Grins Between Grinds

FILIAL CONSIDERATION

Father: Did I hear the clock strike three when you came home last night?

Junior: Yes, dad, it was going to strike 11, but I stopped it so it wouldn't wake you up.

* * *

OUT OF BOUNDS

Said an excited citizen to a candidate: I wouldn't vote for you if you were the Angel Gabriel.

To which the politician replied: If I were the Angel Gabriel, you wouldn't even be in my precinct.

EXPERIENCE UNNECESSARY

Two men were hotly discussing the merits of a book. Finally, one of them said to the other:

First—No, friend, you won't appreciate it. You never wrote a book yourself.

Second—No, and I never laid an egg, but I'm a better judge of an omelet than any hen in the country.

* * *

MAYBE A "QUIZ" KID

Boss: "Is there an encyclopedia in the office?"

Office Boy (politely): "No, sir, but what is it you wish to know?"

GLAND TROUBLE

Prof.—What did you find out about the salivary gland?

Student—I couldn't find a thing, Prof. They're too darn secretive.

* * *

ABSENT

Mrs. Diggs—Where is the car?

Professor Digs—Dear me! Did I take the car out?

Mrs. Diggs—You certainly did. You drove it to town.

Professor Diggs—How odd! I remember now, after I got out, I turned around to thank the man who gave me the lift, and wondered where he had gone.

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▼

We hope this issue will warrant the remark one reader made about our March JOURNAL: "It contains much pollen for the mind," he wrote us. Another good friend who edits a widely read magazine for school folk pleased us by a letter which began: "The arrival of the attractive March issue of THE JOURNAL OF EDUCATION reminds me how negligent I have been in not writing you as I have so often intended to do, to tell you how much I have enjoyed the magazine this year. Of course, I have always enjoyed it but it seems to me it has been even better than ever during these last months."

It takes a lot of trying to live up to the nice things people write us.

▼

Our next issue will be a Boston Convention Number. We trust it will be just as interesting to those of you who are not coming to Boston for the NEA meeting as for those who are.

▼

Our Circulation Department asks us to remind you—if your subscription happens to be due or overdue—that April is a favorite month for showers. A shower of renewal checks will be welcome.